DOCUMENT RESUME

ED 425 418 CS 013 304

AUTHOR Weinberger, Jo, Ed.; Finlay, Ann, Ed.
TITLE The National Literacy Trust's 1997 International Annotated Bibliography of Books on Literacy.
INSTITUTION National Literacy Trust, London (England).
PUB DATE 1996-00-00
NOTE 93p.; For the 1996 guide, see CS 013 303.
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; Annotated Bibliographies; Childrens Writing; Elementary Secondary Education; Family Role; Foreign Countries; *Libraries; *Literacy; Multicultural Education; Poetry; *Reading Instruction; Spelling; Student Evaluation; *Writing Instruction

ABSTRACT

This 132-item annotated bibliography contains books on literacy primarily published in 1997, in the United Kingdom, although some books are included which were omitted from the guide for the previous year. In addition to an annotation, each entry provides author's name, full title, number of pages, place of publication and publisher, and ISBN number and price for both hardback and paperback editions when applicable. The bibliography is divided into sections on: (1) "Books on Literacy," which includes sub-sections on perspectives on literacy, literacy in the early and primary years, literacy in the secondary years, and literacy for young adults and adults; (2) "Books on Particular Strands of Literacy," which includes sub-sections that focus on reading, writing, or language; (3) "Books on Specific Issues," which includes sub-sections that focus on special needs, assessment, family literacy, and libraries; and (4) "Reference Books." The bibliography also contains author and title indexes. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 425 418

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. Pahl

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NATIONAL LITERACY TRUST

Building a literate nation

The National Literacy Trust's 1997 International Annotated Bibliography of Books on Literacy

Edited by Jo Weinberger and Ann Finlay

Published by the National Literacy Trust
1998 Edition

BEST COPY AVAILABLE

The National Literacy Trust's 1997 International Annotated Bibliography of Books on Literacy

Edited by Jo Weinberger and Ann Finlay
on behalf of the Literacy@Sheffield Research Group

Published by The National Literacy Trust
1998

© National Literacy Trust 1998

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, graphic, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the National Literacy Trust and the authors.

ISBN 1 900904 02 0

National Literacy Trust
Swire House
59 Buckingham Gate
London SW1E 6AJ

Tel: 0171 828 2435
Fax: 0171 931 9986

email:contact@literacytrust.org.uk
website: www.literacytrust.org.uk

The National Literacy Trust's

1997 International Annotated Bibliography of Books on Literacy

Contents

Introduction	1
Books on literacy:	4
Perspectives on literacy	4
Literacy in the early and primary years	15
Literacy in the secondary years	21
Literacy for young adults and adults	25
Books on particular strands of literacy:	32
Focus on reading	32
Focus on writing	42
Focus on language	48
Books on specific issues:	55
Focus on special needs	55
Focus on assessment	61
Focus on family literacy	64
Focus on libraries	70
Reference books	74
Author index	79
Title index	82

The National Literacy Trust's
1997 International Annotated Bibliography of
Books on Literacy.

Introduction

Books continue to be published on many and diverse topics within the field of literacy, and it has been a pleasure for us both to explore the exciting new publications which have come out in the last year. We are fortunate that we work within the Literacy@Sheffield Research Group, sharing our research and development with colleagues who have similar interests, and we have been able to make this endeavour a joint venture.

Taking over editing the Guide from Nigel Hall, who was the first editor of the initial two Guides, has been a challenging, and ultimately rewarding task. We are very grateful to Nigel, who helped us with guidelines about how to track down material, and to publishers who have been generously supportive, and have sent us books for inclusion in the Guide.

One aspect of the work of putting the Guide together is that it is exciting to chart changes in development in this area, with the increasing focus on literacy as a field in its own right. Searching in the British National Bibliography (BNB), professional literacy associations' publications lists, and in publishers' catalogues, the task has been to ensure one finds all the most recent books on literacy. In almost every edition of the BNB, relevant books on literacy occur, and there is great satisfaction in being able to draw these scattered references together.

Our philosophy for including books

This year, while keeping broadly to the previous editor's principles, we have introduced changes in the section headings which we hope readers will find helpful. Our rationale for inclusion of books has been to interpret literacy widely, hence an overlap into language and literature, without stepping so

deeply into those areas that literacy loses its special focus. We have taken some licence with the term 'book' and included items which strictly speaking are pamphlets or reports, that category defined by librarians as the 'grey literature'.

Practical points

One of the main changes this year is the introduction of author and title indexes to make searching for books easier. We have otherwise kept to the arrangements for entries used in previous editions, with the author's name followed by the title, followed by the number of pages, place of publication, and publisher, hardback and paperback ISBN numbers and prices. When a book is published in more than one country, we have added these details when available to us. We have tried to be as comprehensive as possible in the entries given.

We would also like to point out that a book's subject matter may fall into more than one section. As we have not introduced a cross referencing system, readers may find it helpful to browse widely. For example, there are a number of books in the section on 'Perspectives on Literacy' which are of interest to those concerned with either school or post school literacy.

It is always worthwhile checking that a book is not available under a different imprint, as changes occur all the time, and we do not always have access to full information. As prices too change, it is always a good idea to check with your bookseller for the price of any book.

Note for publishers and authors:

In order to keep this bibliography as up to date as possible we would welcome publishers sending us relevant titles for the 1998 Guide. These may include books published in the latter half of 1997 which have been inadvertently omitted from this Guide. Since we have tried to be as thorough as possible, you will see that we have included some books from 1996 which had

slipped through the net. With your help there will be fewer omissions in the 1999 edition. Authors sending copies of their books for inclusion would also be appreciated.

If you have any suggestions for the guide, or books you would like to send for inclusion, please send them to:

Dr Ann Finlay
University of Sheffield
Education Building
388 Glossop Road
Sheffield S10 2JA

Intended readership and use

Our assumptions about readership include: undergraduate and postgraduate students, teachers, researchers and librarians, and all those with a concern for what literacy is, what uses it has and the nature of its effects. If this gives the impression that there is only one version of literacy, or one singular definition, this is not the case and you only have to look at some of the material we have included to pick up the flavour of the current debate.

Our personal enthusiasm is such that given sufficient time we would have liked to annotate all the entries ourselves. However, that not being possible, we are grateful for colleagues' help in reading and annotating a large number of the entries in this year's edition.

The entries in this year's Guide have been written by:
Felicity Armstrong, Caroline Barrett-Pugh, Julia Davies, Ann Finlay, Nigel Hall, Peter Hannon, Kath Hirst, David Hyatt, Elaine Millard, Cathy Nutbrown, Kate Stephens and Jo Weinberger.

Any views contained are those of the compilers, and not necessarily those of the National Literacy Trust.

Perspectives on literacy

Bagnall, Roger, *Reading Papyri, Writing Ancient History,* 145pp. London: Routledge. ISBN: hbk 0415093767; pbk 0415093775. £11.95 pbk. (1995)
This book has a rather peripheral relationship with a guide to books on literacy. Its primary purpose is to show how students of ancient history use documents to build up portraits of the economic and cultural structures of older civilisations. The first two chapters of the book offer interest to the literacy specialist in providing information about the nature of papyri, where they come from, who used them, and how they were used. Whilst this book is aimed at specialists in the field of ancient history, it provides information about the role of the literacy in these societies, as well as the burden for historians of interpreting it.

Christie, Frances and Martin, J.R. (Eds.), *Genre and Institutions: Social Processes in the Workplace and School,* 288pp. London: Cassell. ISBN: hbk 0-304-33766-8. £39.95. US $80.00.
This book has been produced by a group of Australian academics who, since 1975, have been working on the categories of spoken and written English identified as the most important social genres, particularly in Australian schools. The editors, both of whom have also contributed chapters to the volume, have published widely in the field. Their work has been influential in shaping school practice most notably in the *Write it Right* Project, developed in New South Wales for disadvantaged pupils. The studies contained in this volume, which also cover research into workplace literacies, have their basis in Halliday's systemic functional linguistics (SFL) which are now widely used as an underpinning to the forms and functions found in pupils' uses of language. The book therefore examines genres as examples of central institutional practices,

demonstrating how they create meaning within their context and are implicated in the shaping of individual subjectivity. The range and complexity of genres used in particular educational and social contexts is explored as is their role in the social construction of experience. The central argument threaded through the different chapters concerns the importance of educational processes in building the social positions central to the participation of individuals in their communities and the world of work beyond the classroom. The chapters do not deal directly with pedagogical concerns but as an understanding of genre is becoming increasingly important to work within the classroom, the book has relevance for teachers and their practices. In particular, the linguistic demands of a variety of secondary school subjects, including history and science writing are explored Within this discourse, Joan Rothery and Maree Strenglin, in an analysis of story writing in English, repeat the now familiar charge, recognisably that of Halliday's Australian followers, that English, as currently taught in school, provides few goals and 'virtually no tools' for helping students achieve success.

Flood, James; Heath, Shirley Brice and Lapp, Diane, (Eds.), ***Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts. A Project of the International Reading Association,*** 906pp. New York: Macmillan Library Reference USA and Simon & Schuster Macmillan. ISBN: hbk 0-02-897182-5. £45.50. In the USA $75.00.

This comprehensive reference book, consisting of 64 chapters written by a wide range of literacy experts, is aimed at teachers and researchers, undergraduates and post graduates, and all those with a professional interest in literacy. The seven sections of the book are as follows: Theoretical bases for communicative and visual arts teaching; Methods of inquiry in communicative and visual arts teaching; Research on language learners in families, communities and classrooms; Research on language teachers; Expanding instructional environments; Research

perspectives on curricular, extracurricular, and policy perspectives, and Voices from the field. Although the chief focus is on school based literacy in North America there are several chapters pertaining to other English speaking countries and some mention of post compulsory literacy education. There are separate name and subject indices.

Hourihan, Margery, *Deconstructing the Hero: Literary Theory and Children's Literature,* 252pp. London: Routledge. ISBN: hbk 0-415-14419-1; pbk 0-415-14186-9. £45.00 hbk; £12.99 pbk.

This book explores the structures and meanings embodied in the adventure story, a genre we know from recent surveys to be one of the most popular, particularly amongst boy readers. Margery Hourihan reads analytically some of the best known stories of the genre, including in her selection both those accepted as classics, such as *Treasure Island* , *Robinson Crusoe*, *The Lord of the Rings* and some from popular culture, as in the *James Bond* stories. She argues that they are influential in shaping perceptions of other cultures and establishing cultural values. The texts are shown to encode negative stereotypes of non-European peoples, to marginalise the role of women and to encourage both male aggression and the destruction of the natural environment which Hourihan argues influence children's thinking and perpetuate questionable values. She argues that readers need to be helped to read these texts critically in order to confront the accepted viewpoint offered of the white establishment male. Further she recommends a range of texts from *Peter Rabbit* to *The Hitch Hiker's Guide to the Galaxy* which she suggests are equally adventurous in their plotting but more subtle and open in their exploration of human values.

Kelly, Ursula A., ***Schooling Desire: Literacy, Cultural Politics and Pedagogy,*** 159pp. London: Routledge. ISBN: hbk 0-415-91548-1; pbk 0-415-91549-X. £40.00 hbk; £12.99 pbk.
This book spans three disciplines: education, women's studies and cultural studies. In relation to teaching, it uses feminist, poststructural and cultural theories to discuss the discursive, material and psychoanalytic forms of desire. Kelly's theory is that a postmodern culture needs a different understanding of literacy and literacies than those currently in existence. She explores this in seven chapters. Each chapter can be read as a free standing essay although the chapters follow on from one another to form an argument for a broad-based pedagogy of desire. The book concludes with nine pages of references and a brief index.

Kress, Gunther, ***Before Writing: Rethinking the Paths to Literacy,*** 175pp. London: Routledge. ISBN: 0415-13805-1 £13.99 pbk.
Before writing this book the author looked very closely at children's emergent literacy, taking into account a much wider range of activities than has been usually considered within this classification. He observes and comments upon children creating meaning through the manipulation of a variety of objects and media, including furnishings, cut-outs, drawings as well as the more conventional scribbles and writing. From these diverse artefacts and productions he draws out principles which connect the first acts of signification in play to later developments in writing. In his analysis of children as inveterate sign makers Kress challenges widely held assumptions about language in education, suggesting that there is an urgent need for the radical re-conceptualisation of the theory of meaning-making. 'Design', the word he chooses to unite the diverse practices he suggests, is directed towards innovative production within complex conditions of a particular environment, an essential quality for manipulating the post-industrial world. He further speculates about the need for a radical rethinking of the curriculum, to

include the decentering of print and the rediscovery and re-instatement of synaesthesia - that is the ability to draw on more aspects of human abilities than are currently acknowledged in contemporary schooling. The book offers challenging new insights into how children learn for teachers in training, post-graduate students and researchers.

Lankshear, Colin with Gee, James Paul; Knobel, Michel and Searle, Chris, *Changing Literacies,* 212pp. Buckingham: Open University Press. ISBN: hbk 0-335-19637-3; pbk 0-335-19636-5.
The publishers describe this book as exploring 'everyday social practices and how they influence who people are, what they become, the quality of their lives, the opportunities and possibilities open to them, and those they are denied. It focuses especially on language and literacy components of social practices.' The chapters are grouped in three sections; critical and cultural perspectives on literacy; literacy and social justice; and new technologies and old patterns. Appendices giving samples of 'fast capitalist' books and a glossary of technical terms are included as well as an index and a lengthy list of references. The book will be of interest to those involved in literacy research and all those concerned with the social/political implications of literacy for adults and children.

McClelland, N. (Ed.), *Building a Literate Nation. The Strategic Agenda for Literacy Over the Next Five Years,* 203pp. Stoke on Trent: Trentham Books Limited. ISBN: pbk 1-85856-085-3. £13.95.
On the initiative of the National Literacy Trust, this book provides a platform for some of the United Kingdom's leading thinkers and practitioners and literacy and literacy-related organisations to give their perspectives and advice to the Government on what should be the strategic agenda for literacy over the next five years. It is divided into two parts. Part One consists of a series of papers by 14 individuals whose interests span the whole age range from pre-school to adults. Their

concerns include reading and writing, raising standards, monitoring progress and reading recovery. Part two is composed of contributions from 22 organisations representing interests in literacy in everyday life as well as in education.

Marum, Ed (Ed.), ***Children and Books in the Modern World: Contemporary Perspectives on Literacy,*** 168pp. London: Falmer Press. ISBN: hbk 0-7507-0542-6; pbk 0-7507-0543-4. £39.00 hbk; £12.95 pbk.
This book has as its general focus the nature of literacy but focuses in particular on its manifestation in patterns of teaching English in the USA at the end of the twentieth century. Its authors examine the theoretical positions that have supported, firstly, a culture capital model of literacy, with an emphasis on national heritage, traditions and values; secondly, a personal growth model with an emphasis on writing and finally, a newer model that emphasises the contribution of new technologies and media education to the production of meaning. The very different contributions combine to show the tensions which manifest themselves within national curricula, policy documents and models of implementation in secondary schools both in the USA and in Europe (Norway, Holland and Britain). The stage by stage account of the history of English language and national literature teaching since the Second World War allows for comparisons to be made between current and past emphases in language learning, as well as for the contrasting or complementary national perspectives to be examined. The central thread, holding the text together, is the editor's opening question concerning what it might mean for teachers and learners to be literate, as the process of schooling and the manifestations of literacy in society at large, continue to diverge.

Morgan, Wendy, *Critical Literacy in the Classroom: The Art of the Possible,* 219pp. London and New York: Routledge. ISBN: hbk 0-415-14247-4; pbk 0-415-14248-2. £40.00 hbk; £12.99 pbk.

Secondary school teachers, postgraduate students, and all those interested in critical literacy, will find this a useful text. It aims to bridge the gap between academic theories of critical literacy and critical literacy in the classroom. The author describes how secondary teachers have planned and implemented critical literacy in their curricula. The book begins by situating critical literacy within its wider contexts. Following chapters cover reading curricula; school writing and textual selves; teachers negotiating the discourses of English; classroom talk; and assessment. The final chapter, *Postmodern Classrooms on the Borders?,* reproduces a miscellany of texts from various origins as a linear version of hypertext. There is an extensive bibliography and index.

Moss, Beverley (Ed.), *Literacy Across Communities,* 194pp. Cresskill, New Jersey: Hampton Press Inc. ISBN: 1-881303-62-4. £15.50.

An edited collection of papers explores literacy practices from an ethnographic perspective, within a variety of non-mainstream settings in the US., looking at ways of learning literacy outside a school setting. The communities and settings in question are a Mexicano social network in Chicago, the Among community in Philadelphia, the Navajo community in Mesa Valley, an African-American Basketball Association in Chicago, and three African-American church communities in Chicago. The focus is on how literacy works within the social structures of these different settings. A final chapter examines the educational implications of increased understanding of students from non-mainstream communities. A scholarly book, it is nonetheless accessible in both language and presentation, and includes extensive references at the end of each chapter.

Moylan, Michele and Styles, Lane (Eds.), ***Reading Books: Essays on the Material Text and Literature in America,*** 228pp. Amherst, Massachusetts: University of Massachusetts Press. ISBN: 1558490620. £39.96. (1996).
There can be few who have not stood in a bookshop and made a selection influenced by a book's cover, the layout, or the blurb on the back. This collection of papers is about such material qualities of books, something of an unusual perspective. It considers the effects of typography, bindings, layout and paper, as well as editing, production and distribution, on the ways books are read and understood. There are nine chapters and an introduction covering topics as diverse as house styles, uses of reading, newspapers in antebellum society, packaging literature for high schools, and how authors have been packaged and presented to the reading world. Each essay explores how aspects of materiality play a role in the literary meanings books and texts have for readers.

Neate, Bobbie, ***Literacy Saves Lives,*** 236pp. Shepreth, Herts: United Kingdom Reading Association (UKRA) . ISBN: pbk 1-897638-14-0. £12.00 UKRA members; £14.95 non-members.
This is a collection of papers arising from the United Kingdom's Reading Association's international conference 'Literacy needs: special or individual' held in Winchester, England, in 1995. It is divided into five sections: focus of writing, focus on reading, focus on assessment and recording, focus on parents and focus on teachers. Contributions come from the UK., the United States, Australia, India and Europe, and include reports of a wide variety of studies exploring contemporary aspects of literacy teaching and learning. These include investigations of children writing, using word processing with young children, and work with newspapers, responding to fiction, students using the World Wide Web, comprehension games with special needs students, assessment of Asian bilingual pupils, supporting parents in relation to their children's literacy, parents and

teachers using reading records, using videodisks with students and pre-service teachers' perspectives on literacy.

Schriver, Karen A., *Dynamics in Document Design. Creating Texts for Readers,* 559pp. New York, Chichester: John Wiley and Sons Inc. ISBN: pbk 0471-30636-3. £37.50.
According to the publisher's blurb this is a book for writers and graphic designers but it is also likely to be of interest to a wider audience of literacy enthusiasts in general, particularly as under the umbrella term 'document', the author covers a comprehensive array of conventional and computer generated texts, including web pages. The book is divided into three parts. The first part, 'Situating Document Design', describes the evolution of document design in the 20th Century. The second and largest part, 'Observing Readers in Action', is concerned with the reader's interaction with words and pictures. Part three, 'Responding to Readers Needs' explains the importance for document designers of learning from readers. An extensive bibliography and index complete this fascinating book.

Small, Jocelyn, *Wax Tablets of the Mind: Cognitive Studies of Memory and Literacy in Classical Antiquity,* 377pp. London: Routledge. ISBN: hbk 0415149835. £55.00.
In this book Jocelyn Small explores the relationship between literacy, orality and memory in classical antiquity. At first sight the book appears complex but it is written so clearly, and is so full of insightful and entertaining perspectives on the history of literacy, and contemporary literacy, that it is a pure pleasure to read. The first section, titled "Logistics of the classical literate" is really a study of materiality focusing on ancient books and documents and their production and use. The second section concentrates on memory and memory techniques, while the final section looks at the writing habits of the literate in classical antiquity. This is a very comprehensive book, fully accessible to the non-classical reader, and a real contribution to the literature on the history of literacy.

Snyder, Ilana, *Page to Screen: Taking Literacy into the Electronic Era,* 260pp. St Leonards, New South Wales, Australia: Allen and Unwin. ISBN: pbk 1-864484357. Aus. $29.95.

This text brings together some contemporary thinkers in the fields of literacy and technology from Australia, the UK and the US. It addresses a number of questions which include, how does language on screen work differently from language on the page? What new literacy skills are needed and how do we teach them? It discusses the way in which hypertext, email, word-processing and electronic technologies have revolutionised textual practices. It explores the connections between theory and practice in this emerging interdisciplinary field. In addition it analyses the potential of the new forms of text, the increased emphasis on visual representation, new forms of rhetoric, learning in the age of global communications networks and new approaches to storytelling.

Spivey, Nancy Nelson, *The Constructivist Metaphor. Reading, Writing and the Making of Meaning,* 297pp. London: Academic Press. ISBN: hbk 0-12-657985-7. £39.95.

This is primarily a text aimed at academics working in the broad field of literacy and the related specialisms of discourse analysis, constructivism and structuralism. The author deals with the role of constructivism in composition of written discourse and in reading comprehension. She combines the fruits of cognitive research on text structure and comprehension with cultural studies. Chapters one and two provide an overview and place constructivism in historical context. Reading and writing processes are dealt with in the following three chapters. Two more chapters concentrate on discourse synthesis, textual transformations in written discourse and authorship. The final chapter briefly summarises and reviews the previous chapters. The work is illustrated with a variety of classic studies from Bartlett to Kelly to Saussure. Finally a detailed index and an impressive list of approximately 500 references complete the book.

Tabouret-Keller, Andree; Le Page, Robert; Garner-Chloros, Penelope and Vaaro, Gabriettle (Eds.), ***Vernacular Literacy: A Re-evaluation,*** 367pp. Oxford: Oxford University Press. ISBN: hbk 0198236352; pbk 0198237138. £18.99 pbk. Vernacular literacy, as used in this book, is the everyday literacy of a community as opposed to standard or official uses of literacy. These differences can be pronounced when local literacies may be in a different language to the official language of a county in which a community is situated. Even when languages are the same, modes of usage may be significantly different. The first section of this collection of essays explores political and economic aspects of vernacular literacies, their social context, how they are written, and their consequences for pedagogy. The second section is a set of case studies examining vernacular literacies in particular social contexts. This is quite a complex book, but one which raises a host of theoretical and practical issues relating to the future of vernacular literacies.

Zipes, Jacklyn, ***Happily Ever After: Fairy Tales, Children and the Culture Industry,*** 250pp. London: Routledge. ISBN: hbk 0-415-91271-7; pbk 0-415-919851-0. £40.00 hbk; £11.99 pbk. This is a collection of theoretical essays which further explore Jack Zipes' interests in the socialisation of children, fairy tales, story tellers and the film industry. Zipes shares with Adorno and Horkheimer a deep mistrust of the culture industry and its manufactured and commodified images. He argues that critics of popular culture have often ignored children and yet they are a major target of the dream factories whose aim is to create new generations of consumers. He argues that it is crucial to understand when and why children become the focus of fairy-tale writers and filmmakers and what role the fairy tale plays in literature. This book will engage researchers and critics interested in the function of mass entertainment and its effects on the young.

Literacy in the early and primary years

Campbell, Robin, ***Literacy in Nursery Education,*** 67pp. Stoke-on-Trent: Trentham Books. ISBN: pbk 1-85856-064-0. £5.95; US $9; Aus $14. (1996)
This booklet looks at the roles of nursery teachers in teaching literacy. The author briefly reviews the evolution of an 'emergent' approach to literacy and then discusses how provision might be made for literacy in nursery education. Suggestions are made for: providing opportunities for literacy, reading stories, modelling literacy, interacting with literacy, using nursery rhymes and songs, and talking about environmental and classroom print. Robin Campbell concludes that literacy provision in nursery education classrooms should be readily available in ways which offer an extension of what can happen at home.

Duthie, Christine, ***Two Stories: Non-fiction Literacy in the Primary Classroom,*** 170pp. York, Maine: Stenhouse Publishers, Paul Chapman. ISBN: pbk 1-57110-026-1. £11.95. (1996)
The author offers practical suggestions for incorporating non-fiction into reading and writing workshops. Observations of children working with non-fiction, and examples of their written work are included to illustrate what can be done to open up different kinds of texts to primary age pupils. As well as ideas for classroom workshops taken from her own classroom practice, the book includes an annotated bibliography of non fiction books.

Dyson, Anne Haas, ***Writing Superheroes: Contemporary Childhood, Popular Culture and Classroom Literacy,*** 250pp. New York: Teachers College Press, Eurospan. ISBN: hbk 0-8077-3640-6; pbk 0-8077-3639-2. £36.95 hbk; £17.50 pbk.
The book offers an account of a detailed ethnographic study of 7-9 year-old-children's 'author theatre' in an American first school. Author theatre involves children composing small classroom dramas in which they direct their classmates, often

choosing in this context to focus on conflicts between good and evil embodied in superheroes and their villain opponents. Beginning from Bruner's proposition that children need to learn that 'meaning and reality are created and not discovered' Anne Haas Dyson explores how the stories children import into school directly from their favourite television programmes can be transformed into potent learning experiences. The original stories offer their participants powerful roles but also bring with them limiting assumptions about social relations related to gender, race and power. The book demonstrates how these stories can be transformed to provide opportunities for exploring the interrelation of language, power and identity. The book conveys the drama of the classroom and children's agency in determining their own powerful literacies.

Gregory, Eve (Ed.), ***One Child, Many Worlds.: Early Learning in Multicultural Communities,*** 182pp. London: David Fulton. ISBN: pbk 1-85346-460-0. £13.99.
The authors of the eleven case studies in this book provide insights into the experiences of young children as they enter a new language and culture in school. The children aged 3 to 8 attended schools in Britain, Germany, Iceland and the USA. The authors study the scope of community language and learning practices (the role of care givers, siblings and community language classes) and consider ways in which the teacher can act as mediator of the new language and culture of school. Their aim is to help teachers develop teaching programmes which are culturally responsive, based on an awareness of the knowledge and culture that children bring from home and the community. Early years and primary school teachers will find this book useful as will students taking BA, BEd, PGCE, MEd and MA courses. It will also be suitable for parent-teacher programmes and in-service training.

Hilton, Mary; Styles, Morag and Watson, Victor (Eds.), ***Opening the Nursery Door: Reading, Writing and Childhood 1600-1900,*** 242pp. London: Routledge. ISBN: hbk 0415-147877; pbk 0415-148995. £40.00 hbk; £13.99 pbk.
A couple of years ago there was an enchanting exhibition in the Fitzwilliam Museum, Cambridge, which showed a fascinating collection of materials for teaching reading devised by Jane Johnson in the early 1700s. Its appearance in Cambridge owed most to Shirley Brice Heath, whose opening chapter in this book explores the items, their producer and the social background to their production. The editors take this collection as their starting point for a set of essays which examine the history of literacy and childhood across three centuries. The quality of the chapters is uniformly high, and they are wide-ranging, interesting and informative. This is a very successful book, packed with insight, and shows precisely why it is so unfortunate that the history of literacy has largely disappeared from teacher education in the UK.

McMahon, Susan I. and Raphael, Taffy E. (Eds.) with Goatley, Virginia J. and Pardo, Laura S., ***The Book Club Connection. Literacy Learning and Classroom Talk,*** 352pp. New York: Teachers College Press and Newark: International Reading Association. ISBN: hbk 0-8077-3615-5; pbk 0-8077-3614-7. £43.50 hbk; £19.95 pbk.
A six-year research project forms the background to this book which should be of interest to researchers, post graduate students and teachers. It consists of three sections in which teachers', researchers' and pupils' perspectives on Book Club are considered. The chapters in Section One focus on the theoretical foundations and components of the Book Club Program, namely community share, reading, writing and Book Club and these components are described in action in classrooms. Section Two describes extending the research to alternative populations such as second language learners and struggling adolescents. It includes a chapter written by pupils about their experiences of

Book Club. The final section gives details of teachers' research as they modified Book Club in their classrooms. Commentaries written by leading literacy academics are interspersed between the chapters. An extensive bibliography and index complete the book.

Reynolds, Bronwyn, *Literacy in the Pre-School: The Roles of Teachers and Parents,* 64pp. Stoke on Trent: Trentham Books. ISBN: pbk 1-85856-075-6. £7.95.
Engagingly presented, this short book is one teacher's personal narrative, explaining how she developed from using traditional methods to gaining an understanding of the emergent literacy perspective. This radically altered the literacy curriculum she offered to children, the physical layout of her classroom and the way she related to parents. The process is described in detail and, although set in an Australian context, has general applicability. Numerous photographs and samples of children's work illustrate the text, and a short bibliography situates the work within a wider research context.

Segal, Marilyn and Adcock, Don, *Your Child at Play: Three to Five Years,* 218pp. New York: Newmarket Press. ISBN: hbk 0-937858-72-2; pbk 0-937858-73-0. US $16.95; UK £9.99 pbk.
This book is written particularly for parents of young children but is also likely to be of interest to others involved in caring for them and/or with an interest in child development. Although reading, writing and story telling only feature in two of the book's five sections, the way literacy is embedded within natural contexts provides a good example of the emergence of literacy skills in relaxed and informal settings. An index, lists of books for young children and recommended reading for parents complete the book. ***Your Child at Play: Three to Five Years*** is the last one of a series of four volumes spanning birth to age five. The emphasis in each book in the series is, as the title suggests, on play. However the first three volumes, not listed here, all include some aspects of emergent literacy although only in a minor degree.

Weaver, Constance, Gillmeister-Krause, Lorraine, Vento-Zogby, Grace, *Creating Support for Effective Literacy Education,* 225p (plus appendices). Portsmouth, NH: Heinemann, distributed by Eurospan. ISBN: pbk 0-435-08894-7. £25.95. (1996)

This is a book of workshop materials with handouts and overhead transparencies, including examples of children's writing, which can be used for INSET for teachers who wish to explore their reasons for teaching as they do and the potential for new ideas and strategies. Many issues are covered: language and literacy acquisition, talk, the reading process, teaching strategies, learning to write, and assessment.

Whitehead, Marian, *Language and Literacy in the Early Years (2nd edition),* 196pp. London: Paul Chapman. ISBN: pbk 1-85396-341-0. £12.95.

Many profound changes have occurred within early years education since the publication of the first edition of this book in 1990, so this revised second edition makes a timely appearance, now updated to include implications of the National Curriculum, desirable learning outcomes, baseline assessment, and four-year-olds in school. The book divides into two parts. The first has a focus on language and learning, including a detailed look at linguistics, sociolinguistics, psycholinguistics and knowledge about language and early years education. The second half is concerned with literacy, and explores narrative and storying, books and the world of literacy, early representation and emerging writing, and issues concerning literacy and the early years' educator. Combining theory and practice, each chapter includes suggestions for further reading and ideas for teaching and learning. There is also a full set of references. The book will be of interest both to practitioners and to students working in early years' settings.

Wray, David, and Lewis, Maureen ***Extending Literacy children reading and writing non-fiction*** 176pp. London and New York: Routledge. ISBN: hbk 0 415 12829 3; pbk 0 415 12830 7. £35.00 hbk; £10.99 pbk.
Research based, and also highly practical, the book explores new possibilities of literacy teaching and learning, detailing teaching strategies developed collaboratively with primary school teachers participating in the Exeter Extending Literacy (EXEL) Project, on which this book is based. The emphasis is on developing non-fiction literacy skills. Extending Interactions with Texts (the EXIT model) is a theoretical model for looking at interacting with non-fiction texts. It investigates the processes involved in what happens before and after the reader encounters a text, as well as while they are reading. A further model of teaching that is outlined is based on a curriculum cycle of teacher modelling, joint activity and independent activity. Chapters address activating prior knowledge, asking questions, information finding and interactive reading, monitoring understanding and taking notes, looking critically at reading, and writing non-fiction. The book concludes with implications for work at Key Stages 1 and 2. Clear examples of children's work, grids, writing frames, models and concept maps are provided.

Zaragoza, Nina, ***Rethinking Language Arts: Passion and Practice,*** 190pp. Garland. ISBN: pbk 0-8153-2322-0. £21.95.
The author shares her view of how the language arts including literacy can be taught in the elementary school. Key ideas are conveyed in the form of 13 letters addressed to new teachers but likely to stimulate anyone interested in teaching. The style is direct and personal. Zaragoza refers to her hope that a new teacher "will become a powerful member and transformer of society". There is concern for details of classroom organisation, pedagogy and relationships but the 'letters' all reflect a coherent philosophy and "critical practice grounded in critical theory through lived experiences of educators and students".

Finders, Margaret J., ***Just Girls,*** 144pp. Teachers College Press, The Eurospan Group. ISBN: hbk 0-8077-3561-2; pbk 0-8077-3560-4. £30.50 hbk; £14.50 pbk. (1996)

Just Girls is the ironic title of an ethnographic study of the literacy practices of thirteen-year-old girls which challenges the current way of identifying girls' development within the limitations of their sexual and economic roles. This is achieved through a detailed documentation of the varied activities, both in and out of school, of two girls' friendship groups recorded during the first year of an American senior high school. As a participant observer, who accompanied them to their sporting and shopping activities, as well as listening in on their phone conversations and observing them in the classroom, Margaret Finders provides a much broader perspective on girls' uses of literacy, including the secretive activities lurking beneath the safe surface of the classroom. She demonstrates the 'vast tangle of competing expectations' and the social differences and power relations that work to shape each individual girl's passage to adulthood. The reading and writing activities described here, reveal the multi-dimensional aspects of practices which help the subjects to cement relationships as well as disguise their intentions, and to conform to teachers' expectations as well as to defy their authority. Literacy is shown to play a major role in how the girls' selves and relationships are constituted and re-constituted through friendship, family and school networks where carrying the wrong sort of book, or passing notes to the wrong person, might serve to mark an individual as an outsider. The detailed and sensitive understanding of girls' experience provided in this book will add to teachers' understanding of the complexities that shape adolescence and the way girls' compliance masks wide differences of response and attitude.

Goodman, Sharon, and Graddol, David, *Redesigning English: New Texts, New Identities,* 250pp. London: Routledge The Open University. ISBN: pbk 0-415-13124-3. £12.99.
This book provides a very up-to-date introduction to English language issues for both students and other interested readers. The essays discuss and comprehensively illustrate the dynamism of the English Language as a transmitter of, and key player in, the developing culture of the world. Technological, visual, journalistic, political and economic manifestations and usages of English are explored with accompanying useful and discriminating activities for students. The power of language is demonstrated in a strongly argued text which articulates a post modern view of the world, showing how language variety and change reflects a multicultural world where protagonists select from, and have differing access to, a range of Englishes. The text deals thoroughly with the expansion of English, both globally and culturally. It also can be utilised as a well indexed resource for reference purposes.

Hynds, Susan, *On the Brink: Negotiating Literature and Life with Adolescents,* 302pp. Teachers College Press Colombia University: New York 1997 International Reading Association. ISBN: pbk 0-8077-3687-2; 0-8077-3688-0 cloth. £12.71 US $20.95 pbk. (1997)
This text is the result of a five year longitudinal study of one teacher's developing relationship with her eighth grade class. It explores the role of the teacher in developing children's literacy, focusing on the teacher's struggle to negotiate an appropriate and effective teaching style. It is an intimate account of the interrelationship of the teacher, her pupils and their work. The study outlines the ways in which the pupils' biographies and perceptions of themselves affect their approaches to literacy. Hynds presents case studies of individual students against the backdrop of a carefully delineated methodological stance. She argues that a constructivist approach to teaching and learning is not enough, since it does not take enough account of social and

political factors which prevent students' full engagement with "process" approaches to teaching and learning.

Knight, Roger, ***Valuing English: Reflections on the National Curriculum,*** 144pp. London: David Fulton Publishers. ISBN: pbk 1-85346-374-4. £13.99. (1996)
This book critically reviews the various manifestations of the English National Curriculum, examining the repercussions of the ways in which English is defined and disseminated via the new legislation. The intransigence of the parameters through which English is now constructed, argues Knight, is both unimaginative and dangerous. It inhibits classroom practice and disallows flexible responses to the subject. Knight explores the language of the curriculum, its assessment criteria and highlights the political underpinnings, making links between the key players who have formulated the documentation. This is a powerfully argued text, which presents the view that the English Curriculum is an attempt to transmit an elite culture. It denies the value of literature and language study as a responsive and emotional arena. This is a rigorous study of the language and content of the Curriculum which will undoubtedly interest all those involved in English teaching at secondary level.

Millard, Elaine, ***Differently Literate: Boys, Girls and the Schooling of Literacy,*** 211pp. London, UK; Bristol, PA, USA: Falmer Press. ISBN: hbk 0-75070-660-0; pbk 0-7507-0661-9. £39.00 hbk; £13.95 pbk.
Key issues concerning gender and literacy, currently a topic of great concern particularly within the school years, are addressed in this research based book. The author's investigation into children's habits of literacy engagement at home and school clearly shows a connection between gender roles and attitudes towards reading and writing. The first section of the book provides an extensive theoretical overview, including the influence of gender on schooling and the ways reading and writing are taught in school and its impact. The second section

provides a detailed account of the author's research with first year pupils (aged 11-12) at comprehensive school, which surveys pupils' responses to reading, identified through a questionnaire and individual interviews, textual methods of analysis to explore comparisons between reading preferences and narrative writing style, implications for teaching and learning from books typically read by the age group, and the influences on their writing. The final section draws together the conclusions from the study and makes practical recommendations, including suggestions for the development of more 'boy friendly' literacy policies, and more flexible literacy practices throughout the school curriculum. The book will be of interest to all those involved in teaching school-age children, and to those who have responsibility for the selection of literacy resources.

Tweddle, Sally; Adams, Antony; Scrimshaw, Peter and Walton, Shona, *English for Tomorrow,* 106pp. Buckingham: Open University Press. ISBN: pbk 0-335-19780-0. £13.99.
This book concerns itself with re-thinking English for the twenty-first century by examining the ways in which new technologies are influencing the way all of us learn. It is the product of a working party on English set up by the National Council for Educational Technology as an initiative on the future curriculum. English teachers will find this a useful text, with specific chapters focused on the use of changing technologies, ranging from the use of the word processor to the Internet in the classroom. The main concern of all the writers is to consider the implications of these changes for the teaching of reading and writing. Their visions of future ways of working encompass both pupils working in isolation with a tutor, connected via the net and the hyper-activity of an interactive multimedia workshop environment, where the range of products encompass image, sound and animation as well as text. Teachers in training will also find this book a stimulating and challenging introduction to ICT in the literacy curriculum.

Literacy for young adults and adults

The Basic Skills Agency, *Developing Literacy. A Course for Teachers of Key Stages 3 and 4,* 111pp. London: The Basic Skills Agency. ISBN: pbk 1-85990-062-3. £15.00. Available from The Basic Skills Agency, Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU.
Intended for in-service training of subject teachers across the National Curriculum, this book consists of five units. The first unit, The Course, provides an overview of the book and a further reading list. Unit 2; Identifying the need for literacy support and development, explains how to identify the basic literacy demands of a subject and the basic literacy needs of pupils. Unit 3, Developing materials to support basic literacy, deals with differentiation in National Curriculum terms, readability formulae and simplifying of texts. Unit 4, Teaching methods that support basic literacy skills, concerns adapting teaching methods and describes learning activities for promoting literacy. Unit 5, Improving literacy skills though subject teaching, looks at practical strategies for developing literacy skills in class.

The Basic Skills Agency, *Literacy and Numeracy Skills in Wales,* 35pp. (English), 35pp. (Welsh). London: The Basic Skills Agency. ISBN: pbk 1-85990-067-4. Available free of charge from The Basic Skills Agency, Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU.
This report presents the findings of a survey into the reading, writing and numeracy skills of people between the ages of 16 and 64. English and Welsh versions are provided. After a summary of findings, the report describes the literacy and numeracy tasks which were used to estimate skill levels. This is followed by several pages of results expressed as descriptive statistics. Results take into account gender, age, LEA, employment status and social class, qualifications, and Welsh language fluency. The final section gives details of sampling procedures and how the data were collected.

Behrens, Laurence and Rosen, Leonard J., *Writing and Reading Across the Curriculum,* 850pp. Longman. ISBN: pbk 0-673-52475-2. £21.99.
The sixth edition of this popular American survey course text book encompasses all the aspects of writing for learning demanded of the college student. The text directly addresses the student whom it wishes to familiarise with the variety of subjects and styles of academic writing, offering practice exercises in the three key learning skills of summarising, synthesising and paraphrasing across the curriculum. Its scope is vast and it includes writing from a wide range of authors as diverse as Newt Gingrich and Bill Clinton, Erich Fromm and Bruno Bettleheim. For teachers and students in American colleges this provides a useful survey text. The essays included in the selection would also be of interest to a wide range of lecturers, students and teachers whose role it is to develop either their own or their students' writing.

Bynner, John and Parsons, Samantha, *It Doesn't Get Any Better. The Impact of Poor Basic Skills on the Lives of 37 Year Olds,* 137pp. London: The Basic Skills Agency. ISBN: pbk 1-85990-0658. £6.50.
This report is based on information collected from a sample of 37 year olds by the Social Statistics Research Unit at the City University. It refers to previous studies carried out on the same birth cohort recruited by the National Child Development Study in 1958. Opening chapters review earlier reports and define what the authors mean by poor literacy and numeracy. Following chapters describe the education, training and employment of the cohort and correlations with literacy and numeracy levels. Information was also collected on family life and on health and public life. The survey instruments consisting of literacy and numeracy tests, interviews and self-completion questionnaires, and results from them, are included in the appendices which form almost one third of the book. A short list of references is included.

Chanda, Noyona and Callachand, Bibi, ***Accreditation in Literacy/Numeracy/ ESOL and Key Skills. Information Pack 1997/8 Edition,*** 51pp. London: London Language & Literacy Unit, Southwark College, Southampton Way, London SE5 7EW. Available from the publishers £7.50 including pph.
This useful reference pack has been designed for all those involved with the accreditation of key skills, namely those who fund provision, providers designing key skills curricula, and tutors. It arose to meet the needs for up to date information arising out of the number and kinds of award available and frequently changing developments. It includes information on NCVQ Key Skills Units accredited through RSA, City & Guilds and EDEXCEL and advice on selecting an appropriate accreditation scheme for one's students. The major portion of the pack (45 pages) is a list of exam/accreditation schemes giving all relevant details such as name of examining board, skills covered, assessment method, cost, for whom intended etc. A directory of 20 awarding bodies' addresses is provided at the end of the pack.

Krupska, Marysia, and Klein, Cynthia, ***Demystifying Dyslexia: Raising Awareness and Developing Support for Dyslexic Young People and Adults,*** 127pp. London: London Language and Literacy Unit, Southwark College, Southampton Way, London, SE5 7EW. ISBN: pbk 1-872972-144. £21.50. (1995)
A clearly presented, spiral bound manual provides an introduction to the topic of dyslexia in young people and adults from a range of perspectives. The first section explores what is meant by dyslexia, with definitions and implications for learners, including speakers of other languages. A short, accessible section discusses the learning style of those with dyslexia. Theoretical perspectives are addressed from neuropsychological, cognitive and developmental stances. The remaining text is practical in nature, exploring ways of working

with students, and includes some photocopiable materials aimed at staff development. There is a glossary of terms, a list of references and recommended reading and resources. Diagrams and illustrations enliven the text throughout. The publication is aimed at those who teach, advise and support dyslexic young people and adults.

Meagher, Don, *Handbook for Critical Reading,* 225pp. London: Harcourt Brace College Publishers. ISBN: pbk 0-15-503057-4. £11.00.
This book is aimed at North American college students studying reading, English or any other academic subject where critical reading skills play an important role. Its purpose is to familiarise the reader with all those facets of analytical and critical reading strategies which students need to succeed. The ten chapters fall into three sections. The first deals with expository text; its general features, working out word meanings and identifying organisational structures. It also includes the use of inference and interpreting language as part of developing reading comprehension. In the middle section a single chapter is devoted to reading fiction. Three chapters on persuasive writing, analysing argument and evaluating the soundness of argument, and an index, complete the book.

Murphy, Roger; Burke, Peter; Gillespie, John; Rainbow, Robert and Wilmut, John, *The Key Skills of Students Entering Higher Education. Report of a Project Commissioned by the Department of Education and Employment,* 34pp. Nottingham: The University of Nottingham. pbk. Available from David Blay, Publications, School of Education, University of Nottingham, University Park, Nottingham NG7 2RD. £5.00 including pph.
Of interest to teachers and policy makers in higher education, this report describes a small scale study to investigate the level of key skill competencies of students entering higher education in the autumn of 1996. Literacy skills follow the NCVQ

convention and are subsumed within communication skills and the work reported follows existing NCVQ 'core' skills specifications.

Organisation for Economic Co-operation and Development, ***Literacy Skills for the Knowledge Society: Further Results from the International Literacy Survey,*** 195pp. Paris: Organisation for Economic Co-operation and Development, Canada: Human Resources Development and Minister of Industry. ISBN: pbk 92-64-15624-0. £18.00
This is the second comparative report from the International Adult Literacy Survey. Data from Australia, Belgium (Flanders), Ireland, New Zealand and the United Kingdom are presented in order to encourage the development of policies and to raise skill levels. The results are discussed in four chapters: Distributions of Adult Literacy, The Benefits of Literacy, Literacy Acquisition during a Lifetime, and Adults' Readiness to Learn, followed by a short section on policy conclusions. Details of the research methodology, which has been heavily critiqued by some researchers, is provided in the introduction and annexes. The quantitative data is presented in numerous figures and tables throughout the text.

Spiegel, Marina and Sunderland, Helen (Eds.), ***Friends, Families & Folk Tales,*** 132pp. London: London Language and Literacy Unit (LLLU), Southwark College, Southampton Way, London SE5 7EW. ISBN: pbk 1-872972-49-7. £15.00 including pph.
This collection of students' writing with activities for English language development provides a valuable resource for teachers of ESOL and literacy. It contains 30 texts written by students from all over the world. Questions for discussion, ready-to-use photocopiable worksheets with activities for practising reading, writing and grammar accompany each text. The early texts are at an elementary level progressing to a more complex level in terms of structure and vocabulary. Pitmans, ESOL and

Wordpower accreditation schemes have been used to cross-reference all the texts.

Street, Brian V., ***Adult Literacy in the United Kingdom: A History of Research and Practice,*** 40pp. RaPAL Occasional Paper. pbk. Distributed for the Research and Practice in Adult Literacy group (RaPAL) by Avanti Books, 8 Parsons Green, Boulton Road, Stevenage, SG1 4QC. Also available as Issue 33 of RaPAL Bulletin. £5.50.
Originally published as a Technical Report by the National Center of Adult Literacy, University of Pennsylvania in 1995, this short document is most useful because it provides a history of modern adult literacy provision from its beginnings in the 1960s up to 1995. Hence its adoption by RaPAL. It begins with an overview of literacy themes from the Norman Conquest onwards and then goes on to describe and critique the Right to Read campaign, its consolidation, and the ensuing broadening and professionalisation of adult literacy provision in the UK. A bibliography is included which is particularly valuable, given the comparative neglect of adult literacy in the educational literature. It will be of interest to researchers, post graduate students and basic skills tutors.

Sunderland, Helen; Klein, Cynthia; Savinson, Rosemary and Partridge Tracy, ***Dyslexia and the Bilingual Learner: Assessing and Teaching Adults and Young People who Speak English as an Additional Language,*** 70pp. London: London Language and Literacy Unit (LLLU), Southwark College, Southampton Way, London SE5 7EW. ISBN: 1-872972-44-6 pbk. £12.50 including pph.
This booklet is written for anyone who assesses and supports adults and young people but would welcome advice on how to proceed when these learners speak English as an additional language. It is also written for ESOL and language support teachers who need to know when to refer students for dyslexia assessment and would like to know which teaching methods to

use to maximise the acquisition of English for dyslexic learners. Sections include Dyslexia and Language Learning, Diagnostic Assessment and Teaching Approaches. It contains a photocopiable diagnostic interview form and a photocopiable checklist for referral as well as a list of useful books and resources.

Tuijnman, Albert C.; Kirsch, Irwin S. and Wagner, Daniel A. (Eds.), ***Adult Basic Skills. Innovations in Measurement and Policy Analysis,*** 360pp. Cresskill NJ: Hampton Press, Inc. ISBN: pbk 1-57273-043-9. $28.50; £21.50.
Most of the chapters in this book were originally presented as papers at a conference organised by the National Center on Adult Literacy at the University of Pennsylvania and the Organisation for Economic Co-operation and Development. Although written from a North American perspective, it includes material on European situations and will be of interest to researchers and policy makers world wide. The chapters, taken together, provide an overview of the various research and policy traditions in basic skills. They also provide a critique of assessment measures and the implications arising from them. The authors come from a range of backgrounds which is reflected in the content of their papers. References are provided at the end of each chapter and there is an index.

Books on particular strands of literacy

Focus on reading

Aebersold, Jo Ann and Field, Mary Lee, *From Reader to Reading,* 263pp. Cambridge: Cambridge University Press, ISBN: hbk 0-521-49705-1; pbk 0-521-49785-X. £30.00 hbk; £12.95 pbk.
The authors consider a broad spectrum of issues in second language reading pedagogy and highlight a variety of strategies that could help learners to identify appropriate attitudes through a consideration of their beliefs and assumptions about reading. This self contained text also aims to facilitate the development of awareness of the skills necessary to engage meaningfully with texts and their purposes. This book is very practical in conception and provides a range of classroom tasks and examples that should be of great value to teachers and teacher educators in the processes of course design, lesson planning and resource selection. It would be a very useful additional resource to any introductory course on the teaching of reading.

Arnold, Helen, *Reading To Find Out. Minibook 10,* 30pp. plus 14 page booklet. Shepreth, Herts: United Kingdom Reading Association (UKRA). ISBN: pbk 1-897638-16-7. £6.00 UKRA members; £6.50 non-members
This minibook, one of a series of practical ideas aimed at teachers (see also Mudd, Norma ***The Power of Words*** in this publication), examines ways of helping children to read non-fiction carefully and critically. There is a discussion of how books are classified according to genre and register, and examination of the impact of the way the book is presented, and suggestions of how teachers can aid their students to develop appropriate conceptual frameworks when searching information texts. The demands of the National Curriculum are addressed, and then all these features are explored in the light of particular examples (contained in an accompanying booklet). The

examples come from reference books (dictionary and encyclopaedia), a variety of procedural texts, and from expository texts. A list of references, further reading and practical aids to information reading are provided.

Ashley, Bob (Ed.), ***Reading Popular Narrative: A Source Book,*** 246pp. London: Cassell, Leicester University Press, Wellington House. ISBN: hbk 0-7185-0082-2; pbk 0-7185-0083-0. £45.00 hbk; £14.99 pbk.
This is a most useful introductory text and source book for both researchers and teachers. It brings together a body of critical thought about the role of popular culture which is otherwise widely dispersed and often inaccessible. Ranging through essays from Queenie Leavis to Catherine Belsey, it will be welcomed by teachers and students of film, media studies and English in its addressing of the complex issue of how popular texts might be approached and their relevance to education. It pulls together a wealth of information and encompasses a wide variety of methodologies for analysing such genres as horror, romance, the western and science fiction.

Brooks, Greg.; Cato, Vivienne; Fernandes, Cres. and Tregenza, Ann G., ***The Knowsley Reading Project Using Trained Reading Helpers Effectively,*** 71pp. National Foundation for Educational Research. ISBN: pbk 0-7005-1412-0. £6.00. (1996)
This report details the implementation and evaluation of an LEA initiative to support the reading of pupils aged 10-11 in year 6 through offering 'substantial individual help' with reading throughout a school year by using trained adult volunteers. Full details are presented: aims and outline of the project; effectiveness in terms of test scores and pupil perspectives; and success factors.

Brooks, G.; Cato, V.; Fernandes, C.; Gorman, T.; Kispal, A., and Orr, G., *Reading Standards in Northern Ireland in 1996,* 104pp. Slough: National Foundation for Educational Research for the Department of Education in Northern Ireland. ISBN: pbk 0-7005-1452-0. £6.00.
The survey on which this book is based was commissioned by government but is also of interest to teachers, researchers and policy makers. The chief aims of the survey were to provide information on reading levels of pupils aged 8, 11 and 14 in Northern Ireland and to make comparisons with previous surveys. Subsidiary aims were to investigate the attitudes to reading of 14 year olds and to make recommendations for future monitoring of reading levels. Nearly 3,000 pupils filled in detailed questionnaires and an additional 4,711 were tested and the resulting data and their statistical analysis forms the heart of the book. Considerable detail is provided on how the survey was conducted. The book includes a short list of references and appendices.

Brooks, Greg.; Pugh, A.K. and Schagan, Ian, *Reading Performance at Nine,* 38pp. Slough: NFER/Open University. ISBN: pbk 0-7005-1431-7. £6.50. (1996)
This booklet is a report of a survey of reading attainment in Year 4 classes, of pupils aged 9 years in England and Wales. It gives details of the sample, the tests used and the results. Key findings, including comparisons between England and Wales, correlations between the two tests used, differences between the performance of boys and girls, and pupils in receipt of (or not in receipt of) free school meals, are discussed. The final chapter sets out some implications for the results of the survey. Some additional technical information is provided in appendices.

Brooks, Greg; Schagen, Ian, and Nastat, Peggy, ***Trends in Reading at Eight: A Report on the 1995 Survey of Reading Attainment in Year 3 in England and Wales,*** 58pp. Slough, Berkshire: NFER. ISBN: pbk 0-7005-1476-7. £8.00
A follow-up survey of reading trends in 1987 and 1991, this report relates to 1995, when the National Foundation for Educational Research examined reading attainment in Y3 classes in England and Wales. Average scores were found to have fallen by about six months reading age since 1987. Girls' average score was higher than that for boys, children who had been in school for less time (mostly summer born children) had lower average scores, as did those children receiving free school meals, and those reporting less books in the home, and lower frequency of leisure reading. There was a close relationship between test scores and children's Key Stage 1 reading test levels. References are followed by a description of how the survey was carried out, together with the tests, questionnaires and pupil data form used.

Ellis, Sue, and Barrs, Myra (Eds.) ***The Core Book: A Structured Approach to using Books within the Reading Curriculum,*** 66pp. London: Centre for Language in Primary Education (CLPE), Webber Street, London, SE1 8QW. ISBN: pbk 1-872267-09-2 (1996)
Well illustrated and engagingly presented, this book offers suggestions for using a core selection of children's books as part of a structured approach to teaching reading for children aged between 3 and 11. This is in keeping with the requirements of the National Curriculum that primary school children should encounter a variety of quality books from a range of genres. Collections of core books have been developed at the Centre for Language in Primary Education, to support children learning to read and to provide the basis for a literacy curriculum. ***The Core Booklist***, which accompanies this publication (see Lazim and Moss below), contains annotated lists of all books in the CLPE core collections, the rationale for which is described in the book.

Also considered are core books and schemes of work, assessing progress in reading, organising the classroom and working with core books. References and children's books mentioned in the text, and relevant books and articles for teachers, are included.

Graham, Judith and Kelly, Alison (Eds.), ***Reading Under Control: Teaching Reading in the Primary School,*** 150pp. London: David Fulton, in association with Roehampton Institute. ISBN: pbk 1-85346-481-3. £12.99.
This is a book for students and practitioners which aims to stimulate reflection and analysis as well as inform. It is particularly appropriate for undergraduates, post-graduate teacher training courses and in-service training. To help underpin practice, it presents both theoretical and practical aspects of the teaching of reading, gives analyses of interactions between teachers and children, and makes suggestions for further reading. The book begins with an examination of the history of the teaching of reading together with an exploration of recent developments. This is followed by a look at the different resources that are available for teaching reading, an exploration of the variety of ways reading is taught in practice, ways of monitoring and assessing reading, and a final chapter addresses the teaching implications for those children who are struggling, showing how individual needs can be met. Illustrations are given with work from actual classrooms, and there is consideration of children's books, including reading schemes. A full set of references and detailed index help readers to follow up points of particular interest.

Graves, Michael F.; van den Broek, Paul and Taylor, Barbara M. (Eds.), ***The First R: Every Child's Right to Read,*** 296pp. Columbia University: Teachers College Press, Eurospan. ISBN: hbk 0-8077-3533-7; pbk 0-8077-3580-9. £35.50 hbk; £17.50 pbk. (1996)
This book approaches the teaching of literacy from the view point that it is every child's right to be literate in the fullest

sense. It explores the roots of literacy, including sustaining a love of literature, and moves on to consider implications for classrooms and processes. Specific issues are highlighted: reading difficulties for 'special students', children's understanding of their reading and sources of reading success and failure. The final section of the book focuses on teachers' professional development and assessment. The tone of the book, and its approach to helping children become literate *as of right* is exemplified in the sentence: *Thoughtful teachers look for authenticity in all aspects of instruction.*

Guthrie, John and Wigfield, Allan (Eds.), *Reading Engagement. Motivating Readers Through Integrated Instruction,* 243pp. Newark: International Reading Association. ISBN: pbk 0-87207-148-0. US $28.95.
Two questions absorb the editors of this book. How do we depict engagement? and How do we create long-term engagement in classrooms? Their aim is to present research findings that illuminate reading engagement for researchers, teacher trainers and post graduate students. To answer their questions the editors group the collection of papers into two sections. The first section includes research into cognition, motivation, beliefs, and self-efficacy in literacy development. The second section is concerned with classroom contexts that promote literacy engagement. Both sections cover the primary and secondary age range. Although focused on North American schooling, this thoughtful book contains much of value to British situations. A list of references is provided at the end of each chapter and an index at the end of the book.

Lazim, Ann, and Moss, Elaine, with contributions from Nicholson, Deborah and George, Liz; Edited by Barrs, Myra and Ellis, Sue, *The Core Booklist: A Booklist to accompany The Core Book, CLPE,* 61pp. London: Centre for Language in Primary Education (CLPE), Webber Street, London, SE1 8QW. ISBN: 1-872267-10-6

The Core Booklist accompanies ***The Core Book*** (see Ellis and Barrs, above). It represents a set of carefully chosen texts, tried and tested in many classrooms, to help teachers put together a collection of 'core books' within their reading programmes. It includes three types of book - those for learning to read, (divided into age related sections from nursery/reception, Years 1 & 2; 3 & 4, and 5 & 6); a literature core collection (with the same age related sections), and information books, (categorised within early years and Key Stages 1 & 2). Each book is listed under author, title, publisher, date, price and ISBN. The books are annotated and cross referenced to further similar titles. Books suitable for shared reading and group reading are identified. It is a highly practical and informative guide for teachers selecting and classifying books.

Leong, Che Kan and Joshi, R. Malatesha, (Eds.), *Cross-Language Studies of Learning to Read and Spell. Phonological and Orthographic Processing,* NATO ASI Series. Series D: Behavioural and Social Sciences Vol. 87, 427pp. London: Kluwer Academic Publishers in co-operation with NATO Scientific Affairs Division. ISBN: hbk 0-7923-4457-X. £120.00.

This book takes a psychological approach to reading and spelling in different language systems. It is aimed at researchers, clinicians and post graduates and is one of a NATO series aimed at disseminating scientific and technological knowledge in order to strengthen links between scientific communities. The central themes concern phonologic and orthographic processes in learning to read and spell in a cross-language perspective. The 20 chapters are grouped according to language system; English,

German, Dutch, Nordic and Chinese. The importance of metalinguistic awareness in reading alphabetic systems runs through each section, together with the role of orthographic factors. The editors point out that although their text is titled cross-language studies', their intent is not to compare different language systems.

Muspratt, Sandy; Luke, Allan, and Freebody, Peter (Eds.) ***Constructing Critical Literacies: Teaching and Learning Textual Practice.*** Allen and Unwin. ISBN: pbk 1-864484330. $35.00 (1998)
This text provides an overview of contemporary issues in literacy education. It explores the relationship between literacy and social justice, with particular reference to gender, ethnicity and social class. In addition it discusses the production of literacy pedagogies that respond to contemporary political, economic and cultural imperatives.

Myers, Marie L., ***Shortcuts to Beginning Reading: A How-to Manual,*** 164pp. Maryland: Scarecrow Press, Shelwing Ltd. ISBN: pbk 0-8108-3213-5. £15.70. (1996)
This book lists many known programmes designed to help beginning reading including schemes such as: Drop everything and read; New Word Attack; Teacher-Orchestrated Oral Reading exercise; and Sustained silent reading - to name but a few. Short descriptions of programmes are given. There is little attention to theory, but the first chapter, *What you need to know about learning to read,* introduces the relationship between principles of learning and learning to read.

Pinsent, Pat, ***Children's Literature and the Politics of Equality,*** 192pp. London: David Fulton. ISBN: pbk 1-85346-425-2. £13.99
A welcome book in a developing area, the focus is on enabling teachers and librarians to make children more aware of prejudice expressed in print. There is a helpful review of recent work

countering prejudice in children's literature, taking an historical and theoretical perspective. 'Classic' books are explored in relation to equality issues, as are works of popular fiction, books that are deliberately anti-sexist, books that deal with race and ethnicity, age and disability, and also information texts. Wider issues are explored relating to literature, language, culture and society. Practical implications for the classroom are addressed.

Robinson, Muriel, *Children Reading Print and Television Narratives,* 208pp. London: Falmer Press. ISBN: hbk 0-7507-0682-1; pbk 0-7507-0636-8. £39.00 hbk; £13.95 pbk.
A thoughtful examination is given of the ways in which children make sense of both television and print narratives. The author wishes to challenge the simplistic view that the two media are necessarily set in opposition to each other by challenging the 'common sense' understanding of the differences between passive viewers and active readers. Her analysis illuminates the way in which pupils use similar strategies to make sense of the narrative structures shared by both media. Drawing on reader response theories and in particular the concept of interpretative communities, she argues for more interaction in school between different kinds of narrative understanding, allowing knowledge gained in reading one kind of text to be explicitly transferred to another.

The second section is an account of fieldwork conducted with 8-9 year old children interviewed in a British primary school. The children were asked to describe their responses to both print and television texts in order to provide the researcher with insights into their understanding of narrative as the often quoted 'primary act of mind'. Transcripts of pupils' discussions of the stories they have encountered both in books and in television programmes are used to argue that narrative is an important site where language, thought and culture intersect. The author uses these findings to argue for the inclusion of more regular discussion of narrative in literature circles, where there can be

encouragement to incorporate an implicit understandings of how stories work, derived from television texts. This, she argues, will develop increased discrimination in the reading of both forms of narrative.

Wray, David and Lewis, Maureen, *Practical Ways to Teach Reading for Information*, Reading: Reading and Language Information Centre, University of Reading, Bulmershe Court, Earley, Reading RG6 1HY. ISBN: pbk 07049-10691. £4.50. This short, informative booklet for teachers is based on the work of the Exeter Extending Literacy (EXEL) Project. Illustrated with examples of children's work, it explores how children can make use of two practical frameworks to develop and record their learning. The KWL grid asks children to address and respond to three questions; What I **K**now? What I **W**ant to know? What did I **L**earn?, and the QUADs grid allows children to make a record of **Q**uestions, **A**nswer, **D**etails and **S**ource of information they are investigating. There are sections on interacting with information text, critical reading, and a look at how teachers can build on integrating reading for information into specific class topics and also into classroom practice.

Focus on writing

Bratcher, Suzanne, *The Learning-to-Write Process in Elementary Classrooms,* 223pp. Mahway, New Jersey: Lawrence Earbaum Associates, Eurospan. ISBN: pbk 0-8058-2255-0. £22.95.
This book presents strategies for teaching writing which include ensuring children are comfortable, confident and develop in competence. It also discusses reasons for writing communication: storytelling, sharing information, changing things, for the love of it, and to learn. The final section of the book focuses on the teaching of the writing process. Examples from children's work are included to exemplify the processes discussed.

Clark, Romy and Ivanic, Roz, *The Politics of Writing,* 261pp. London and New York: Routledge. ISBN: hbk 0-415-13482-X; pbk 0-415-13483-8. £45.00 hbk; £13.99 pbk.
The Politics of Writing invites students, teachers, academics and all those interested in writing as more than a technical skill, to explore and reflect on writing in a social and political context. It does so through an examination of writing from a variety of perspectives, beginning with politics, and moving through a social view of language and literacy. In doing so it deals with the product, process, and practices of the writer. The authors draw on a range of examples which include student writing, writing in the home and interviews with the playwright Trevor Griffiths, in order to illustrate their thesis that writing matters. An index, and extensive bibliography which reflects the wide ranging nature of this study, complete the book.

Ely, Margot; Vinz, Ruth; Downing, Maryann, and Anzul, Margaret, *On Writing Qualitative Research: Living by Words,* 411pp. London, UK; Bristol, PA, US: Falmer Press. ISBN: pbk 0-7507-0603-1. £16.95

This is a fascinating book which is both scholarly and accessible. It examines the writing and the presentation of research narratives through an exploration of processes, rhetorical devices and other methods with which researchers write the stories that make sense of their studies. The authors combine looking at their own writing and that of their colleagues with a look at work by students who are writing up qualitative research. The book is intended for qualitative researchers, and for teachers of research methods, with the aim of exploring how you can create research writing that is 'useful, believable and interesting'. The underpinning theoretical position is transactional, from which stance the authors explore the place of the writers in relation to the reader, examine issues about writing, creating different forms of writing, working in analytic modes and interpretative modes, negotiating, the impact of the writing, and a look at what makes qualitative writing worthwhile. There is a comprehensive list of references to conclude the book.

Emmel, Barbara, Resch, Paula and Tenney Deborah (Eds.), ***Argument Revisited, Argument Defined,*** 230pp. London, New Delhi: Sage Publications, Thousand Oaks. ISBN: 0-76194-0185-X. £18.99 pbk.

The diverse writers of this essay collection are united in their interest in the relationship of thinking to writing, which is related to the roots of the analysis of argument in classical rhetoric. This is an American text and the studies are based on the composition classes found in senior high school and college courses. The studies draw on a divergent theoretical literature ranging from the classical rhetoric of Aristotle to the psychological methodology of Carl Rogers and the philosophy of Stephen Toulmin to provide a rationale for the construction of the kind of composition courses most commonly found in the United States. It will be of interest to students of English and linguistics, and to teachers engaged in advanced language studies.

Freedman, Sarah Warshauer, *Exchanging Writing, Exchanging Cultures: Lessons in School Reform from the United States and Great Britain,* 270pp. Cambridge, Mass., London: Harvard University Press. ISBN: 0-674-27394-X. £11.95.

This is a book for teachers and researchers interested in comparing a wide variety of ways of encouraging pupils to write. The comparative study that is the focus of the book explores how teachers in British and American inner-city schools were able to learn from each other about literacy development. Differences between a British concentration on individual development and an American concern for innovative curriculum developments are explored. Pupils' writing is analysed through a theoretical perspective based on theories of social interaction and learning support taken from Bahktin and Vygotsky. The author offers a timely warning about curriculum change and examination systems that limit opportunities for both individual development and communal interaction and support. Interesting comparisons are made between imaginative and conventional approaches; analytical writing and creative freedom; correctness set against range, from which teachers of English in both cultures can learn much about the effects of their current practice.

Klein, Cynthia and Sunderland, Helen, *Helping Children with Spelling: A Guide for Parents,* 13pp. London: London Language and Literacy Unit (LLLU), LLLU, Southwark College, Southampton Way, London SE5 7EW. ISBN: pbk 1-872-972-34-9. £3.00 including pph. (1994)

This booklet for parents offers information about spelling and practical ways for parents to help their child with spelling. It points out that not everyone is a good or natural speller and that many people, both adults and children, find spelling difficult. The booklet offers reassurance and encouragement to people who find spelling difficult. It points out that the English language is often not spelt as it sounds and this causes problems

to people with poor visual memories. Ways of memorising spellings are suggested, with details of how to set up a spelling programme which could be used with your child. A list of other helpful books and materials is provided.

Montgomery, Diane, *Spelling: Remedial Strategies,* 258pp. London: Cassell. ISBN: hbk 0-304-32972-X; pbk 0-304-32974-6. £45.00 hbk; £16.99 pbk.
This book has been written primarily for teachers by a professor of education but is also of interest to teacher trainers, parents and policy makers. It is one of a series of books concerned with meeting children's special educational needs in ordinary classrooms at both primary and secondary level. The eight chapters cover the teaching and development of spelling, developmental assessment and intervention, general remedial strategies and specialist remedial strategies. Each chapter covers both practice and theory and the book concludes with a lengthy bibliography and an index. A summary is provided at the end of each chapter.

Nash, Walter and Stacey, David, *Creating Texts. An Introduction to the Study of Composition,* 242pp. London and New York: Longman. ISBN: pbk 0-582-24486-2. £14.99.
This is a practical book for all kinds of writers and teachers of writing. It will interest all those involved in the art of composition/rhetoric. Essentially a practical text, it tends to instruct through copious use of entertaining examples rather than direct instruction. It begins with samples of various genres and an explanation of the functional, innovative and creative roles of writing. Later chapters discuss structural and stylistic aspects of text such as paragraphs and sentences, and an awareness of style and description. The final chapters provide writing tasks and deal with the evolving conventions of writing for email and use of the internet. References, sources and an index complete the book.

Redfern, Angela, and Edwards, Viv, *Practical Ways to Inspire Young Authors,* 22pp. Reading: Reading and Language Information Centre, University of Reading, Bulmershe Court, Earley, Reading RG6 IHY. ISBN: pbk 07049-12619. £4.50.
This concise booklet is aimed at teachers to help children write for different purposes and audiences. Reference is made to handwriting, spelling and punctuation, but the emphasis is on children as authors with a message to convey. There is an historical overview of the ways in which ideas about how children learn to write have changed. Focusing on effective classroom practice, the role of the teacher in developing children's writing skills is discussed, including observing and noting children's progress. Different aspects of children's writing is examined: writing in role, interactive writing, shared writing, book making and the use of IT.

Rees, Felicity (Ed.), *The Writing Repertoire. Developing Writing at Key Stage 2,* 86pp. Slough: National Foundation for Educational Research. ISBN: pbk 0-7005-1430-9. £10.00. (1996)
This book is aimed at an audience of teachers. Its purpose is to provide them with practical and stimulating ideas when teaching English at Key Stage 2 (pupils aged 7 to 11). The first section discusses extending writing, the teacher's role, and the writing process. The next section includes suggestions for a range of practical activities such as writing letters, plays, poetry, brochures and reports, making notes and using IT. The final section deals with guidelines for teachers on the assessment of writing, assessment grids and writing assessment records. A list of reading books for this age group is provided at the end of the book and permission is given for work sheets to be photocopied.

Sternglass, Marilyn S., ***Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level,*** 326pp. Mahway, New Jersey: Lawrence Erlbaum Associates, Eurospan. ISBN: hbk 0-8058-2722-6; pbk 0-8058-2723-4. £44.95 hbk; £17.95 pbk.

The author carried out a study at the City University of New York of a group of students whose writing was assessed as 'basic' at the start of their course but which developed considerably over a six year period. The book reports the study, focusing particularly on nine students. Data included interviews, written assignments and text responses. Sternglass argues for the importance of longitudinal research based on a wide range of data and explores students' metacognition of writing and learning, the college teaching they received, their experiences of testing, the development of their writing and the integration of all these in their lives. The implications for policy, teaching and future research are identified.

Thornton, Tamara, ***Handwriting in America: A Cultural History,*** 248pp. New Haven: Yale University Press. ISBN: hbk 0300064772. £22.50. (1996)

Most books on handwriting are either manuals of how to do it, or rather narrow historical displays of different handwriting styles. It is so refreshing to have a book on handwriting which can be of interest to even those who have no direct interest in the topic. This is a very readable text in which the author examines how the social significance of handwriting changed across time, explores how the proponents of particular styles fought their battles for supremacy (and demonstrates vividly how it was always young children who were the victims of these struggles), reveals how graphology took hold of the scientific and public imagination, and examines the tension between handwriting as a manifestation of personal identity and handwriting as a socially determined construct.

Focus on language

Aitchison, Jean, ***The Language Web: The Power and Problem of Words - The 1996 BBC Reith Lectures,*** 139pp. Cambridge: Cambridge University Press. ISBN: hbk 0-521-573858; pbk 0-521-574757. £25.00, US $49.95 hbk; £7.95, US $14.95 pbk. (1996)
This book is the printed version of the 1996 BBC Reith Lectures. Jean Aitchison has added a preface, notes to her original lectures, an extra chapter describing the public's response to them, extensive references and an index. The five lectures are reproduced as five chapters with the addition of some extra paragraphs and illustrations in place of the original sound effects. The first chapter deals with common anxieties about language, for example concerns that English is currently in a state of decay. The following chapters describe the evolution of language, how we acquire language and the amazing size of our vocabularies. In her final chapter she argues that we are right to be concerned with language but not necessarily in the ways we might assume.

Bunting, Rebecca, ***Teaching About Language in the Primary Years,*** 118pp. Roehampton Institute, London: David Fulton Publishers. ISBN: pbk 1-85346-422-8. £13.99. (1997)
This book is in two parts: Language, Language education and Linguistics and Language activities. The first discusses some principles and theory of language study and technical aspects in speech and writing. The second section presents practical activities covering language in children's literature, children's own language, and work with words and texts. There are activities which can be used in the classroom and a glossary of terms which could prove helpful in exploring the first section of the book.

Carter, Ronald, *Investigating English Discourse,* 248pp. London: Routledge. ISBN: hbk 0-415-14065-X; pbk 0-415-14066-8. £45 hbk; £14.99 pbk.
This collection of ten papers is intended for an audience of teachers, students and researchers with interests in discourse analysis, English, education, and applied and literary linguistics. The papers are grouped into two sections, one on language and one on literature. To some extent the collection bridges the gap between literacy and the related disciplines of linguistics and language. It includes one paper specifically on literacy but all the papers could be said to have some bearing on literacy issues. An eclectic selection of fictional and non-fictional texts is used as illustrations throughout the book. A comprehensive bibliography and index are provided.

Chisholm, Alison, *The Craft of Writing Poetry* (2nd edition, revised and updated), 122pp. London: Alison & Busby Ltd. 122pp. ISBN: pbk 0-74900-289-1. £8.99.
In the words of the author "this book sets out to look at the ingredients you need to make a poem". It is aimed at anyone with a desire to write poetry at any level. The opening chapter, 'Why write poetry?' introduces the author's ideas on writing poetry in general. Subsequent chapters cover the craft of writing from the first sparks of an idea, through choosing the words to considering the variety of poetic forms available. Later chapters deal with choice of form, revising, and finally publication and dissemination of one's writing. Throughout the book the author supplies numerous example of her own work at various stages of completion to illustrate her points. A list of useful addresses completes the book.

Grainger, Teresa, *Traditional Storytelling in the Primary Classroom,* 192pp. Leamington Spa: Scholastic. ISBN: pbk 0-590-53686-9. £11.99.
Engagingly written in an under-represented area in the field of literacy, this book aims to raise the profile of traditional

storytelling in the classroom, and is intended for use by both experienced and student teachers. Interspersed with traditional tales, the book outlines storytelling within an oral tradition and within a learning context, looks at ways of developing traditional storytelling, using role-play and drama, planning traditional storytelling in the curriculum and supporting teachers as storytellers. Frameworks suggested for planning work on storytelling are in line with the National Curriculum, and the text is illustrated throughout with examples from actual classrooms. Practical appendices give information on traditional tale texts from around the world, there are notes on the retold tales presented within the book, a glossary of drama techniques and conventions, and there is a helpful bibliography.

Layton, Lyn; Deeny, Karen and Upton, Graham, ***Sound Practice: Phonological Awareness in the Classroom,*** 86pp. London: David Fulton. ISBN: pbk 1-85346-456-2. £13.99.
In this short, practical and accessible handbook, the authors aim to link research on phonological awareness and later reading and spelling, with classroom practice. The book results from a research project based at Birmingham University to implement a training and assessment programme for phonological awareness in ordinary classrooms, and the researchers worked collaboratively with teachers to devise the activities presented here. A clear theoretical underpinning contextualises the practical suggestions. Short chapters deal with segmenting words, rhyme awareness, poor rhyming skills, sound and spelling patterns and identifying problems and strategies for dealing with them. The publication is useful for in-service training, and training nursery nurses and classroom assistants. Some of the suggestions will be of interest to parents, too. There is a glossary of terms, useful references and some photocopiable resources.

Mudd, Norma, *The Power of Words: Guidelines for Improving Spelling and Vocabulary. Minibook 9,* 34pp. Shepreth, Herts: United Kingdom Reading Association. ISBN: pbk 1-897638-15-9. £5.00 (members); £5.50 (non-members).
This small and accessible Minibook, one of a series produced by UKRA, (see also Arnold, Helen, ***Reading to Find Out***), is aimed at teachers, and offers practical ways to encourage correct spelling and an interest in the origin of words. The history of the language, so colourful and diverse in English, is succinctly covered, from the Celtic, Latin and Anglo-Saxon influences to the present day with influences of advanced technology and acronyms. There is a section on words from other languages which includes a look at using etymological dictionaries, a section on spelling and intriguing explanations of the origin of a number of words, a section on the language of advertising including a mention of phonological awareness, and finally an example of a lesson involving word studies within topic work. Teachers will find this Minibook helpful in devising ways for working on spelling and vocabulary with their students.

Pinker, Steven, *Language Learnability and Language Development,* 435pp. Cambridge, Mass.: Harvard University Press. ISBN: pbk 0-674-51053-4. £12.95. (1996)
This detailed study offers a thorough look at the acquisition of language by children from a transformational/generative perspective. It is an update with additional comment by the author of a work originally presented in 1984. The book presents a wide range of specific hypotheses in a critical manner and links research from a range of perspectives, including phrase structure rules, lexical rules, inflection, the use of auxiliaries as well as a very detailed consideration of Pinker's conception of language acquisition theory. Perhaps, for all but the language acquisition specialist, it is the conclusion which will prove the most interesting and useful (though perhaps challenging), in which Pinker, as well as evaluating the acquisition theory proposed, offers some fascinating conclusions on language

development in tandem with comments on the programmatic implications of the study of language acquisition. This is a complex work but for those who wish to gain a more complete understanding of this conception of language acquisition it will prove an invaluable read.

Powling, Chris, ***Storytelling in School ... and Some Stories About It,*** 25pp. Reading: Reading and Language Information Centre, University of Reading, Bulmershe Court, Earley, Reading RG6 1HY. ISBN: pbk 07049-10683. £4.95.
This short, practical booklet looks at the importance of storytelling for children's literacy development, what to look for in the stories, the teacher as storyteller, ways of introducing stories into the curriculum, and helping children to tell their own stories. Ideas for further reading are included.

Rosta, Paul, ***Stems. A Systematic Guide to English Words,*** 178pp. Sussex: The Book Guild. ISBN: pbk 1-85776-162-6. £7.95.
This book is intended for an audience of both native and foreign students of English of any age level who are studying vocabulary. The book opens with an index of the 8,200 words included in the guide, giving references to key words and location. In the main body of the book each group of words is headed by a keyword with the common stems of each word in the group highlighted. The adjacent column provides brief explanations of word meanings. The advantage of this word arrangement is the grouping by word stem so that words related to one another can be identified, even though they may not follow alphabetically on from one another. This book is a useful supplement to a dictionary. An indirect benefit is that it also functions as a spelling aid by drawing attention to orthographic features of words.

Sedgwick, Fred, *Read My Mind: Young Children, Poetry and Learning,* 191pp. London: Routledge. ISBN: pbk 0-415-14343-8. £11.99.
This book uses a wide range of examples from children's poetry written during school based workshops to demonstrate the techniques the author uses to get children writing. Part one examines how to work from children's emotions, memories and response to their own bodies to encourage an ability to learn about themselves. Part two moves on to a consideration of their relationship to the outer world. Poems in this section include descriptions of animals and Martians and reflections on death, fantasy and private obsessions. The author argues against a mechanistic thinking which focuses on the deconstruction of other people's poetry and which employs a check list of objectives. Instead he uses his collection of children's writings to show teachers, student-teachers, classroom helpers and parents how they might extend their children's work. This book is therefore an invaluable resource for those wishing to extend their own repertoire of poetry for children.

Thompson, Linda (Ed.), *Children Talking: The Development of Pragmatic Competence,* 105pp. Clevedon: Multilingual Matters. ISBN: pbk 1-85359-394-X. £26.00.
This fascinating collection of academic papers emanates from the 1996 University of Durham Language and Society conference. It is a coherent compilation of work around children's language; the predominant themes discussed are narrative and children's developing identity. The final chapter deals with methodological problems and issues, such as an examination of the tension between what might be idiosyncratic features of speech and those which seem to be stable and generalisable. The papers examine ways in which children make sense of the world, exploring the here and now, constructing their own frameworks of understanding of society and their own place within it. Moving from a focus on detailed discourse analysis, the writers build arguments which move outwards, drawing conclusions on a macro level.

Winner, Ellen, ***The Point of Words: Children's Understanding of Metaphor and Irony,*** 212pp. London: Harvard University Press. ISBN: pbk 0-674-68126-6. £11.95.

This is a comprehensive and closely argued examination of two features of children's language acquisition; metaphor and irony. Starting from a position that characterises mature speech as including the components of metaphor and irony, the author takes a psycholinguistic approach to language development. She examines why it is that children develop an understanding of metaphor before the use of irony, and the constraints on the use of both. The work examines how it is that children develop the ability to "go beyond the given", using language creatively, developing a seemingly inevitable range of the language tools. Accessible to the lay reader, this well referenced text, with an extensive bibliography, make the book a useful introduction to the development of language in children.

59

Books on specific issues

Focus on special needs

Beadle, Cosette and Hampshire, Joan, ***Star Track Reading and Spelling,*** 273pp. London: Whurr Publishers Ltd. ISBN: pbk 1-897635-82-6. £37.50.
The authors have written this book as a practical help for teachers of primary age children who are perceived as lacking literacy skills. It is intended to provide pupils with a structured approach to developing their reading and spelling skills. It does this through a set of structured worksheets and stories designed to develop phonic skills in a systematic manner.

Block, Cathy Collins, ***Literacy Difficulties. Diagnosis and Instruction,*** 559pp plus Resource Appendix of 29pp. London: Harcourt Brace College Publishers. ISBN: hbk 0-15-502841-3. £38.50.
This detailed book, complete with name and subject indexes and several pages of references, is aimed at North American teachers, undergraduates and graduates studying children's literacy difficulties. It is divided into five parts. Part One defines students with special literacy needs and gives an overview of the history and theories of literacy instruction. Part Two deals with the physical and cognitive, affective and motivational, conditions that create differences in literacy development. Part Three, on instructional adaptations in reading, includes emergent literacy, the creation of optimal learning environments, assessment during instruction and the enhancement of decoding and comprehension skills. Various aspects of writing and oral language are covered in Part Four. The final part, on support for special problems, describes tutorial programmes and ways of overcoming barriers to literacy. The resource appendix is a collection of forms and checklists for use by teachers and parents which may be photocopied for instructional use.

Broomfield, Hilary, and Combley, Margaret, *Overcoming Dyslexia - A Practical Handbook for the Classroom,* 226pp. London: Whurr Publishers. ISBN: 1-86156-008-7. £19.50 pbk.
This book is full of practical suggestions, supported by theory of literacy learning. It presents possibilities for a supportive literacy programme for children from entry to school to school leavers. The authors stress the merits of their ideas as arising out of their teaching experiences whilst at the same time being grounded in research and theory. The ideas in this book have been 'tried and tested' by teachers, parents and children. The book is in three parts. Part 1, *Background*, has chapters on language and literacy, the dyslexic learner, phonological awareness, and teaching reading. Part 2, *Skills into Action*, begins with a chapter on assessment and covers other topics such as: a whole language approach to reading and writing, developing phonological awareness, the alphabet, a structured approach. The third and final part of the book, *The Step-by-Step Programme*, is devoted to building a programme for the learner in order to meet individual learning needs. The tone and capacity of this book are illustrated in the introduction to Part 3: *The learners must find the work challenging, but well within their capacity - success is vital. Success in learning is the basis of real, long-term gains in self-esteem. The teacher earns the learners' respect by guiding them faithfully through a fruitful learning process* (p.119).

Detheridge, Tina and Detheridge, Mike, *Literacy Through Symbols. Improving Access for Children and Adults,* 132pp. London, David Fulton Publishers Ltd. ISBN: pbk 1-85346-483-X. £13.99.
This book is intended for teachers and assistants in special and mainstream schools working with children or adults who have difficulty using standard texts. It is chiefly a practical text which describes using symbols for communication for supporting emergent literacy, as a bridge to traditional literacy and for developing independence. The opening chapters explain the

principles of using pictorial symbols and describe some of the systems currently in use such as Bliss and Makaton. Final chapters deal with current developments and future issues. Each chapter is illustrated with copious examples. The text is supported with references and an index.

Kersner, Myra, and Wright, Jannet, A. (Eds.), ***How to Manage Communication Problems in Young Children*** **(2nd edition),** 126pp. London: David Fulton. ISBN: pbk 1-85346-414-7. £12.99. (1996)
This sets out to be a practical book offering suggestions, as the title suggests, about *how to* manage communication problems in young children. It begins with an overview of how children, in general, develop their speech and acquire language and points to possible difficulties and ways of seeking to overcome them. The book discusses difficulties such as hearing problems, stammering, and emotional and behavioural difficulties; looks at the role of other professionals such as speech therapists; and discusses several programmes and suggests ways of working with parents.

Martin, Deirdre, and Miller, Carol, ***Speech and Language Difficulties in the Classroom,*** 168pp. London: David Fulton. ISBN: pbk 1-85346-302-7. £13.99. (1996)
This book is intended to be of use to classroom practitioners, in helping them to understand children's language and the difficulties they may have in the classroom. A range of speech and language difficulties is discussed from a classroom perspective as well as from other view points: medical, linguistic and psycholinguistic. The philosophical underpinning of the book is made clear when the authors write: *"Throughout the book we have put forward a view that an individual may have a 'difficulty' rather than a 'problem', 'disorder', 'deviance' or 'impairment', although we allude to and discuss these terms whenever they are used in the literature on this topic."* (p.v).
The chapters include: Ways of thinking about language, Speech

and language difficulties, Difficulties in reading, writing and spelling, Difficulties formulating sentences, Difficulties with meaning in language, Difficulties using language, Comprehension difficulties, and Working in a team.

Millar, Susanna, *Reading by Touch,* 337pp. London: Routledge. ISBN: hbk 0-415-06837-1; pbk 0-415-06838-X. £55.00 hbk; £18.99 pbk.
The main focus of this interesting and scholarly book is an examination of the complex processes involved in the acquisition of reading by touch through the use of Braille and other touch-based approaches. Susan Millar provides a detailed theoretical framework for her discussion based on her research in the UK with novice and experienced Braille readers, tracing the interrelationship between the many levels of perceptual, linguistic and cognitive processes involved in reading by touch. While there is a considerable amount of technical material in this book, it is clearly explained, extensively documented by case studies and well supported by the discussion. There is an excellent chapter on the implications of the research findings for learning. The book contains a wealth of references to other research and a lengthy bibliography, providing a rich source for those working in this field and also for those working in the area of reading acquisition in general.

Pollock, Joy and Waller, Elizabeth, *Day-to-Day Dyslexia in the Classroom* (Revised edition), 185pp. London: Routledge. Also published in the USA and Canada in New York: Routledge. ISBN: pbk 0-415-11132-3. £9.99.
The authors have written this book specifically for the classroom teacher and trainee teacher who have to work with children with special needs with regard to reading and writing within the mainstream classroom. The opening chapters describe the physical and mental characteristics of children with dyslexia and discuss speech and language processing. Later chapters cover numeracy, study skills and classroom management. Throughout

£3

the book there is practical guidance for the teacher and explanations of children's problems. The book concludes with suggestions for further reading, addresses of useful organisations round the world, and an index. It contains many examples of children's work to illustrate the points made by the authors.

Spear-Swerling, Louise and Sternberg, Robert J. *Off Track, When Poor Readers Become "Learning Disabled"*, 336pp. Oxford: Westview Press, Inc., A division of Harper Collins Publishers Inc. ISBN: hbk 0-8133-8756-6; pbk 0-8133-8757-4. $23.00 £17.50.

The authors include parents, teachers and researchers in their intended audience. However the book's strong research bias and academic style is likely to make it more interesting for an audience with a strong concern for underlying theory, particularly from a cognitive aspect. The opening chapters discuss poor readers, learning disability and reading disability, followed by proficient reading. Succeeding chapters serve to support the authors' thesis that we should abandon the concept of reading disability and replace it with an alternative way of thinking about reading difficulties. They deal with educational practices, possible causes of reading disability, the relationship between ability level and reading disability and early intervention and prevention. References are supplied at the end of each chapter and there is a detailed index.

Thomson, Patience and Gilchrist, Peter (Eds.), *Dyslexia: A Multidisciplinary Approach,* 283pp. London, UK; New York, USA; Victoria, Australia: Chapman and Hall. ISBN: pbk 0-412-59690-3.

Edited by the principal and the educational psychologist for a school for children with specific learning difficulties, the multidisciplinary approach is investigated through chapters written by the wide cross section of staff connected with the school. Thus, after an opening introductory chapter, which includes definitions of dyslexia, there are individual chapters by

the educational psychologist, the speech and language therapist, the occupational therapist, the orthoptist, the paediatrician, the school counsellor and the remedial teacher, class teacher and head teacher. These professionals describe how their roles combine to allow for more accurate assessment and better provision of care for the children with whom they work. The book includes full case studies of individuals, incorporating the thoughts and feelings of dyslexic children and their parents. Further reading, references and, where appropriate, relevant resources and addresses, are listed at the end of each chapter. The book concludes with a glossary and index. Because of its multidisciplinary base, the book will be of interest to a wide range of professionals and also to parents.

Focus on assessment

Beech, John R. and Singleton, C., *The Psychological Assessment of Reading,* 354pp. London: Routledge. ISBN: hbk 0-415-12858-7; pbk 0-415-12859-5. £50.00 hbk; £16.99 pbk.
This is a comprehensive handbook which reviews many tests of literacy and discusses issues of assessment. It addresses in some detail the issues and purposes of assessment and the processes by which assessment takes place. Chapters include: assessment by teachers, assessment by psychologists, screening early literacy, assessment of affective and motivational aspects of reading, assessment of adult reading skills and computer-based assessment of reading. This book will be of interest to those who work in the area of assessment of literacy.

Brooks, Greg, Pugh, A.K. and Schagan, Ian, *Reading Performance at Nine,* 38pp. Slough: National Foundation for Educational Research/Open University. ISBN: pbk 0 7005 1431 7. £6.50. (1996)
This booklet is a report of a survey of reading attainment in Year 4 classes, of pupils aged 9 years in England and Wales. It gives details of the sample, the tests used and the results. Key findings are discussed, including comparisons between England and Wales, correlations between the two tests used, differences between the performance of boys and girls, and pupils in receipt of (or not in receipt of) free school meals. The final chapter sets out some implications for the results of the survey. Some additional technical information is provided in appendices.

Gorman, Tom and Brooks, Greg, *Assessing Young Children's Writing: A Step by Step Guide,* 72pp. London: The Basic Skills Agency/National Foundation for Educational Research. ISBN: pbk 1-85990-046-1. £4.00. (1996)
Arising from the Basic Skills Agency's Family Literacy programmes, work from over 900 samples of independent writing from children aged 3 to 7 were categorised into seven

stages of development. The stages identified were: drawing and sign writing, producing letter-like forms, copying letters, children writing their own name and strings of letters, writing words, writing sentences and writing text. The main body of the text comprises examples of the children's writing samples (reduced to approximately half the original size) with a commentary explaining their distinctive features, followed by a short section on theory and references which contextualise the research. The guide is aimed at both teachers of young children and their parents.

Latham, Clare and Miles, Ann, ***Assessing Communication,*** 76pp. The Redway School, London: David Fulton Publishers. ISBN: pbk 1-85346-503-8. £12.99. (1997)
This is a practical book, written by teachers, drawing on their carefully devised methods for assessing communication of children with severe and profound learning difficulties. It focuses on work from earliest communicative interactions, to children working at the expected level for five year olds, and offers frameworks and strategies for detailing how and what children are communicating. Formats for observation/recording are included. It will be most valuable to those who work with children with severe learning difficulties.

Nutbrown, Cathy, ***Recognising Early Literacy Development: Assessing Children's Achievements,*** 142pp. London: Paul Chapman. ISBN: pbk 1-85396-366-6. £13.95.
Set within the context of approaches to measuring and assessing early literacy development over the last three decades, this book clearly links current views of early literacy development with a need for new forms of measurement. The theoretical, practical and educational purposes for literacy assessment are made explicit throughout the text, where existing assessment instruments, including some Local Education Authority baseline assessment documents, are reviewed and evaluated. An example of an assessment instrument, which aims to find out what young

children know about literacy, of benefit to researchers and teachers alike, is provided by including the Sheffield Early Literacy Development Profile, developed by the author. This includes the theoretical underpinning of the profile (for children aged 3.0 - 4.11), sections on assessing children's knowledge of environmental print, book knowledge and early writing, and the appropriate scoring system. It is a book which, because of its detail and thoroughness, will be of interest to both practitioners and those formulating policy who are concerned with early years' assessment. This will include teachers, students, researchers, head teachers, literacy co-ordinators, advisors and policy makers.

Focus on family literacy

Brooks, Greg; Gorman, Tom; Harman, Hutchison Dougal and Wilkin Anne, ***Family Literacy Works. The NFER Evaluation of the Basic Skills Agency's Demonstration Programmes,*** 183pp. London: The Basic Skills Agency. ISBN: pbk 1-85990-047-X. £6.50 plus pph. Available from the Basic Skills Agency, Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU. (1996)
This report was commissioned by The Basic Skills Agency in order to evaluate the Agency's Family Literacy Demonstration Programmes in the period 1993-1995. It begins with a summary of the findings followed by 12 chapters which cover two aspects. The first four chapters describe the Family Literacy initiative, the programmes and the evaluation. The following eight chapters deal with the degree of effectiveness of the programmes in terms of children and parents' progress, reasons for progress and lessons and recommendations. References and extensive appendices detailing the methods used and summaries of data collected, complete the report.

Minns, Hilary, (2nd edition), ***Read It To Me Now,*** 162pp. Buckingham: Open University Press. ISBN: hbk 0-335-19762-0; pbk 0-335-19761-2. £40.00 hbk; £11.99 pbk.
The book was first published in 1990 and this welcome new edition includes updated references and discussion of the requirements of the National Curriculum.The first part of the book documents the literacy experiences of five four-year-old children from Afro-Caribbean, Asian and white families in Coventry before they started school, and follows them up later in their first year at school. While each child's story was unique, all had engaged with some aspects of literacy at home and the book clearly demonstrates the way literacy is learnt socially and culturally at home and in the community. It is evident that children's experiences might not have come to light in the classroom without this type of investigation. In the second part

of the book the children's experiences are related to relevant aspects of theory, and the ways teachers can develop policy and practice are explored.

Nutbrown, Cathy, and Hannon, Peter (Eds.), ***Preparing for Early Literacy Education with Parents: A Professional Development Manual,*** 270pp. Nottingham: The REAL Project/NES Arnold. ISBN: pbk 0-946647-00-3. £34.95 + £3.00 pph. Available from Sheffield University Television, 5 Favell Road, Sheffield S3 7QX.
A clearly presented, well produced and accessible manual which will help develop thinking and practice for all those wishing to initiate or build on work with parents to promote literacy learning. It arises from work on the **REAL Project** (Raising Early Achievement in Literacy), which is a Sheffield University and Sheffield Local Education Authority research project. The ideas and experiences outlined in the manual derive from the practice of educators who have worked with the project team on aspects of children's and adults' literacy, and working with parents. The material is presented systematically, through application of an **ORIM** Framework used in the project, which reflects the various arenas within which literacy can be developed, through providing **O**pportunities, **R**ecognition, **I**nteraction and a **M**odel. This highly practical manual, with notes for group leaders, layouts for overhead projector transparencies, photocopiable handouts, group activities, and descriptions of literacy initiatives, at the same time provides sound theoretical underpinnings.

Poulson, Louise; Macleod, Flora; Bennett, Neville and Wray, David, ***Family Literacy: Practice in Local Programmes: an Evaluative Review of 18 Programmes in the Small Grants Programme,*** 132pp. London: Basic Skills Agency. ISBN: pbk 1-85990-064-X. £5.75 plus pph.
As part of the Basic Skills Agency's Family Literacy Initiative the agency funded, alongside four demonstration programmes, a

series of smaller and varied local programmes (over 400 in total between 1993 and 1997). These were designed to enable parents to improve their basic skills, give children support in their literacy and language development, and help parents support their children's literacy learning. 18 of these small grant programmes are studied by a team of researchers from Exeter University. A description of the range of programmes includes their distinctive features, their aims and objectives, examples of practice, approaches to curriculum, issues around recruiting families, what the programmes achieved, factors affecting the success of the programmes, and the implications arising from the initiative. There is a brief list of references, and the instruments used (i.e. a list of the aims, methodology and planned outcomes for each of the programmes, a programme profile, and interview schedule) are presented in the appendices.

Purcell-Gates, Victoria, *Other People's Words: The Cycle of Low Literacy,* 242pp. Cambridge, Massachusetts and London: Harvard University Press. ISBN: 0-674-64497-2 cloth. £21.50. (1995)

This two-year case study of the author's work with one family is situated within a more general concern for families whom the educational system seems to be failing. The focus of the study is Jenny and her son Donny, a second grader at the start of the study. The family was from a white minority group from an Appalachian community in the United States. Initially, neither Jenny nor her husband could read more than a few isolated words, nor write beyond signing their names. Purcell-Gates worked with the family over the course of two years as a teacher and during that time recorded transactions, took field notes and saved artefacts. Replacing a predominant deficit view of low socio-economic status minority populations, the author adopts a sociocultural view of learning and an emergent literacy perspective in this detailed account of the acquisition of literacy and the relationship between print and culture. Engagingly written and widely referenced, this is a useful book for anyone

considering the nature of family literacy and the interface of literacy learning and cultural experiences, including teachers, students and parents.

Savitzky, Foufou, ***Involving Parents, Carers and the Community in Schools: A Guide for Schools,*** 42pp. London: London Language and Literacy Unit (LLLU), Southwark College, Southampton Way, London SE5 7EW. ISBN: pbk 1-872972-39-X. £7.50 including pph.
This booklet outlines how schools and parents/carers are becoming more aware of the importance of the role of families in the education of children. Teachers are expected to work more closely with parents/carers. Parents and carers themselves have a multiplicity of skills, life experiences and learning needs but teachers who are not trained to work with adults may not recognise these. This publication includes guidelines, course outlines and suggestions for staff development checklists. These ideas along with recommendations made for teachers by parents and carers should provide help towards addressing these issues. It contains sections on exploring the issues, starting up or developing a parental/carer involvement project, and case studies of parental, carer and community involvement projects. All schools, whether at the beginning stages of involving parents and carers or who are well established in this area, should find this booklet a useful tool to develop ways of reaching out to the community.

Savitzky, Foufou, ***Bilingual Children: A Guide for Parents,*** 26pp. London: London Language and Literacy Unit (LLLU), Southwark College, Southampton Way, London SE5 7EW. ISBN: pbk 1-872972-29-2. £3.00 including pph. (1994)
This booklet is aimed at parents who are bringing up their children to speak one or more home languages as well as English. It aims to reassure them that their children will benefit from the maintenance of their home language, as well as learning English. Information, research findings and answers to

some of the questions parents frequently ask are included. Practical suggestions to encourage children's bilingualism are provided with suggestions also for further reading, research findings and a list of useful addresses.

Taylor, Denny (Ed.), ***Many Families, Many Literacies: An International Declaration of Principles,*** 244pp. Portsmouth, New Hampshire: Heinemann. ISBN: pbk 0-435-08130-6. US $25.95; £21.99.
The basis of this international collection of papers was a forum on family literacy convened by Denny Taylor at the University of Arizona in 1994. Their aim is to illuminate, and to show ways to build upon, the strengths of the diverse languages, literacies and problem solving capabilities of families, and in so doing demonstrate a different philosophy to family literacy policy and practice which is based on deficit driven models. The work of leading international researchers, family literacy practitioners, and families who have taken part in family literacy programmes is represented. The book is organised in seven sections. These look at principles about families, about language and literacy, ethics, pedagogies, assessment, principles for educators and funding agencies, and principles for policy makers. With its breadth of perspective and range of voices, this book will be of great interest to all those studying and working in the field of family literacy.

Wolfendale, Sheila and Topping, Keith (Eds.), ***Family Involvement in Literacy: Effective Partnerships in Education,*** 196pp. London and New York: Cassell. ISBN: pbk 0-304-33423-5. £50.00. (1996)
This is a successor to the editors' previous book ***Parental Involvement in the Teaching of Reading*** (1985), and the current title indicates the way the approach to this area of work has broadened in the intervening years. The book is divided into three sections, written by leading researchers in the field. In the first part, work on parental involvement in reading over a decade

is updated in relation to a number of projects: Hackney PACT, Paired Reading and CAPER (all U.K.), and Pause, Prompt and Praise (UK. and New Zealand). Part two explores many issues concerned with family literacy in the UK., Australia and North America including bilingual and community contexts. Part three draws on the previous contributions and explores the unifying themes of effectiveness, transitions and continuities in the work. The books is well referenced and contains a comprehensive resource directory to support each chapter, further research, details of relevant organisations, programme kits, and useful addresses in the UK., Australia, Canada, New Zealand and the USA. This is a detailed and wide-ranging publication, and will be of interest to all those concerned with aspects of family involvement in literacy.

Focus on libraries

Black, A. and Muddiman, D., ***Understanding Community Librarianship: the Public Library in Post-Modern Britain,*** 173 pp. Aldershot: Avebury, Ashgate Publishing Group. ISBN: hbk 1-85972-243-1. £35.00.

The story told in this book is complex, fascinating and difficult to summarise. It outlines both continuities and discontinuities in the idea of community in the context of the public library. The authors argue that, historically, public library provision has been essentially community provision, crossing classes and social groups. However, the more modern notion of 'community librarianship', which reached its peak in the 1980's, grew out of dissatisfaction with white middle class dominance of library use in the post war period. This recent idea, they argue, focuses on the disadvantaged and is to some extent discontinuous with traditional notions of universal provision. It stemmed from post-war notions of the library service as welfare, yet dissatisfaction with this idea, along with the 'resilient conservatism' of the library profession, have led to its decline. The impact of right wing politics, cost-cutting, managerial culture and the post-modern consumer state in the late 80's are described, as are the trend toward 'heritage culture', and (despite their regional rather than national nature) the lack of community involvement in new information technology networking projects. While to some extent ideas of community and consumer have been too easily assimilated, it is argued that through critical compliance a new, and still radical, community librarianship, may yet emerge.

DeLong, Janice and Schwedt, Rachel, ***Core Collection for Small Libraries: An Annotated Bibliography of Books for Children and Young Adults,*** 229pp. Lanham, Md., and London: Scarecrow, Shelwing Ltd. ISBN: hbk 0-8108-3252-6. £29.05.

This American publication is useful for both educators and parents who are looking for suggestions of both classic and contemporary books for children and adolescents. Each of the

titles selected (and there are over 400) is briefly annotated, and includes descriptors of both 'applications' e.g. race relations, divided families, and 'values' e.g. self-respect, compassion. Entries are organised within themes; picture books, traditional literature, modern fantasy, multicultural books, historical fiction, contemporary fiction, non-fiction and poetry, with a short introduction to each section. Also included are a list of recommended authors and award winners, and helpfully a subject index as well as an index of authors and titles. The straightforward layout makes this a very accessible book.

Gerhardt, L.N. (Ed.), ***School Library Journal's Best: A Reader for Children's, Young Adult and School Librarians,*** 474pp. New York: Neal-Schuman Publishers Inc. ISBN: pbk 1-55570-203-1. £31.95.

40 years of the American School Library Journal, from its first issue in 1954, are included in this collection. The 190 articles and editorials included have a breadth which defies summary. Selections include: a range of editorials; articles describing evolving philosophies of school librarianship and the diversity of children and young people served; papers describing librarians, library resources, services and their development; and papers discussing enduring issues and controversies relating to, among other things, matters of language, race, gender, financing and new technology. The collection covers matters that have remained timely, as well as those which might enable an outsider to get a sense of how a professional identity has developed over time. The collection gives a sense of the vibrant and critical nature of the American school library profession.

Snyder, Carolyn and Fox, James (Eds.), ***Libraries and Other Academic Support Services for Distance Learning, Volume 39,*** 334pp. Greenwich, Connecticut: Jai Press Inc. ISBN: hbk 0-7623-0229-1. £49.95; $78.50.

The editors' preface to this volume defines distance learning as *a form of distance education using equipped and wired*

classrooms to provide courses to students not physically present at the originating campus of the course (p.xiii). The tone is thereby set for an emphasis on aspects of delivery involving information technology, including remote catalogue access, document delivery and teaching via interactive video. More than a third of the volume consists of an appended collection of internet sites for distance learning programmes. While the volume contains a number of contributions describing developments in North America and Australia which suggest such benefits as an association with active and collaborative learning, issues of equity of access necessarily arise. A chapter deals with the model arrangements at Central Michigan University, which comply with the Association of College and Research Libraries guideline that responsibility for the provision of library services rests with the course-delivering institution. Developments in North Dakota are located in relation to demands for a 'learning society' and downsizing of higher education. The impact of competition with out-of-state and for-profit institutions, without traditional library collections, is argued to tempt traditional institutions to re-think the maintenance of expensive services such as libraries. Appended are findings of a 1996 survey of computer access in Australia, suggesting that on-line access to library services for distance students is currently a minority pursuit, although conditions may exist for considerable expansion.

Sykes, Judith A., ***Library Centers. Teaching Information Literacy, Skills, and Processes: K-6,*** 224pp. Englewood: Libraries Unlimited, Inc., Eurospan. ISBN: pbk 1-56308-507-0. £28.95.

This book has been written for a North American audience of teachers and school librarians. It describes a continuous library centre programme that can be used in primary schools although the author suggests that it could also act as a model for older pupils. The purpose of the library centres is to allow hands on activities in the school library by small groups with a high

pupil/adult ratio and the book has been designed to facilitate this approach to using school libraries. 18 centres, covering a range of subjects from getting to know how the library works to specific subject topics, are described. The author supplies lists of resources, instructions for teachers and pupils, and activity sheets. Permission is given to photocopy activity sheets for classroom use in a single school.

Yubber, Elizabeth and Yendall, David, ***SLA Guidelines. Display and Publicity for the School Library,*** 28pp. Swindon: The School Library Association. ISBN: pbk 0-900641-78-9. £4.00 SLA members £5.00 non-members. Available from School Library Association, Liden Library, Barrington Close, Liden, Swindon SN3 6HF

The SLA produces a number of school library Guidelines on various aspects of school library provision and organisation, intended for all those working in school libraries. This Guideline covers planning and preparing displays, promoting the library, guiding and signing and other library publicity. The appendix includes design tips and techniques, a short bibliography and useful addresses.

Reference books

Book Trust and Reading and Language Information Centre (New edition), ***Looking for an Author? A Directory of Authors, Illustrators and Poets who Participate in Book Events,*** 32pp. Reading: Reading and Language Information Centre, University of Reading, Bulmershe Court, Earley, Reading RG6 1HY. ISBN: pbk 07049-12627. £4.95.
The subheading says it all. A practical publication with a list of authors, illustrators and poets willing to take part in book events in schools together with information about what they might talk about, the appropriate age range, size of group, what the author has written and how to contact them. There is a list of authors, illustrators and poets by geographical area, and a list of publishers' addresses.
Also available from Reading and Language Information Centre:
Goodwin, Prue, ***Good Ideas for Planning a Book Week*** 9pp £1.50
Routh, Chris, ***Good Ideas for Keeping-up with Children's Books*** 10pp £1.50
Rowe, Anne and Routh, Chris, ***Good Ideas for Using Big Books*** 10pp £1.50

Campbell, George L., ***Handbook of Scripts & Alphabets,*** 132pp. London: Routledge. ISBN: hbk 0-415-18344-8; pbk 0-415-13715-2 pbk. £9.99.
This book consists of 39 scripts arranged in alphabetical order together with a linguistic commentary on each script. One page of references completes the book. The script tables were originally an appendix to ***"Compendium of the World's Languages"*** also written by Campbell. The tables begin with Arabic and range through a fascinating selection from around the world, Cherokee to Chinese, Gothic to Greek and Tamil to Tibetan. Although the book is intended as a concise reference handbook of the main scripts and alphabets of the world, it will also be of interest to anyone who encounters unfamiliar scripts

in any aspect of their lives and whose curiosity is piqued by them.

Crystal, David, *The Cambridge Encyclopedia of Language* (2nd Edition), 480pp. Cambridge: Cambridge University Press. ISBN: hbk 0-521-550505; pbk 0-521-559677. £45.00 US $69.95 hbk; £19.95; US $29.95 pbk.
This book aims to describe and celebrate the diversity of the world's languages and to introduce readers to linguistic research. It is in large page format with high quality colour illustrations and graphics on almost every page. The emphasis is on oral language, with only four out of 65 sections explicitly concerned with written languages, but there is a huge amount of material of relevance to literacy. There are valuable introductions to topics such as the structure of language, grammar, discourse, phonetics, multilingualism and language for special purposes. This new edition differs from the 1987 one mainly in incorporating more on world languages and in the extensive use of colour. The book is encyclopaedic in content, and can serve as a work of reference, but the quality of writing and layout mean that individual sections are highly readable articles.

Hendrix, Lee and Vignau-Wilberg, Thea, *An Abecedarium: Illuminated Alphabets from the Court of Emperor Rudolph II,* 64pp. London: Thames and Hudson. ISBN: hbk 0500017891. £7.95.
This small book reproduces two alphabets produced in the last decade of the sixteenth century by Joris Hoefnagel. They were produced under the patronage of Rudolph II, the Habsburg Roman Emperor. The alphabets, one of upper case letters and the other in lower case, are collections of verses, mostly psalms, beginning with different letters running alphabetically. As is usual in Thames and Hudson books the reproduction is of high quality. At the end of the book is a detailed exposition on each illustration.

Hinson, Mike and Gains, Charles, *The NASEN A to Z: A Graded List of Reading Books* (New edition), 118pp. Tamworth, Staffs: NASEN Enterprises Ltd., NASEN House, 4/5 Amber Business Village, Amber Close, Amington, Tamworth, Staffs. B77 4RP. ISBN: pbk 0-906730-88-0. £12.50 including pph.

This updated handbook lists titles of children's reading books alphabetically and classifies them according to phase, interest age and reading level. The purpose of the publication is to help teachers to choose, purchase, and organise their reading resources, so that they can match reading materials to the needs of individual readers. A new feature of the revised edition is the inclusion of pre-reading materials. The books listed are grouped according to readability in six month levels. Information is given on assessing readability, as well as suggestions for choosing reading books and matching the book and the reader. Older publications are included together with new titles, so that existing stock in schools can be incorporated into the system. Publishers' addresses, a list of references and further reading, and information on computer software for assessing readability are also included.

Lind, Beth, *Multicultural Children's Literature: An Annotated Bibliography, Grades K-8,* 270pp. Jefferson, North Carolina and London: McFarland & Company, Inc., Shelwing Ltd. ISBN: hbk 0-7864-0038-2. £31.05. (1996)

The preface of this American publication refers to increased racism, making it even more important to present children with the opportunity to engage with minority perspectives from diverse cultures. The books listed in this annotated bibliography all feature protagonists from ethnic groups: African-Americans, Asian-Americans, Hispanic-Americans and Native Americans. The genres of texts chosen include informational non-fiction, biographies, autobiographies, historical fiction, realistic fiction, folktales, myths and legends which are divided into two age levels, for ease of selection of appropriate reading material. Each

section is preceded by a short introduction, followed by books (all published in 1980 or later) listed alphabetically by author with a short annotation. The book also contains a list of publishers of children's literature, teachers' curricular resources, and information on reading and research, which will be of interest to teachers, but also for students studying in this area, and parents. A comprehensive index makes the book easy to use. This publication is a helpful addition to a field where it is hard to locate resources.

Moon, Cliff, ***Individualised Reading, 1997: A Teacher Guide to Readability Levels at Key Stages 1&2,*** 47pp. Reading: Reading and Language Information Centre, University of Reading, Bulmershe Court, Earley, Reading RG6 IHY. ISBN: pbk 07049-10675. £7.00.
Individualised reading is an annual publication, which grades children's books (fiction, non-fiction and poetry books) into 13 different levels. These have been allocated to the various stages by assessing them with children in school. The aim of the publication is to enable teachers to structure the books they have in school or wish to purchase into levels of difficulty. The books, briefly annotated, are listed in order of difficulty, and at the back is an index of all publications mentioned and the stages to which they have been assigned.

Newton, David, ***Encyclopedia of Cryptology,*** 330pp. Oxford, England; Santa Barbara, California; Denver, Colorado: ABC-CLIO. ISBN: hbk 087436-772-7. £29.95.
This is a fascinating collection of secret writing, spanning 4,000 years, with over 550 entries, including illustrations. Listed alphabetically, the entries are cross-referenced and contain suggestions for further reading. There are entries about secret writing in war time and for civilian use, including the impact of new technologies such as e-mail and smart cards. Also included are definitions of basic terminology in cryptology, a bibliography for those wishing to pursue the topic in greater

detail, and a comprehensive subject index. Principally an introduction to the subject, this is an accessible reference book for anyone studying in the area, and it will also interest and intrigue the general reader.

Sider, Sandra (Ed.) with Obrist, Barbara, *Bibliography of Emblematic Manuscripts,* 184pp. 34 plates. Montreal & Kingston, London, Buffalo: McGill-Queen's University Press. ISBN: hbk 0-7735-1550-X. £65.00.
The ***Bibliography of Emblematic Manuscripts*** is one of the ***Corpus Liborum Emblematum***, a series of bibliographic reference works dealing with emblem books and the history, criticism and interpretation of emblematic literature. The inclusion of this beautifully presented book, on a particularly esoteric branch of the history of text illustration, reflects the challenge facing literacy enthusiasts to adequately consider the richness and diversity of the many forms taken by the written word over time and place. Details of 432 emblematic manuscripts are provided together with their current locations. Only 68 of them have ever been published and approximately one third never previously described in a printed catalogue. There is also a lengthy secondary bibliography and individual indices for titles, artists, translators, dedicatees, additional names, provenance, topics and genres, dates, and place of production.

Author Index

Adams, Antony 24
Adcock, Don 18
Aebersold, Jo Ann 32
Aitchison, Jean 48
Anzul, Margaret 42
Arnold, Helen 32
Ashley, Bob 33
Bagnall, Roger 4
Barrs, Myra 35, 38
Basic Skills Agency 25
Beadle, Cosette 55
Beech, John R. 61
Behrens, Laurence 26
Bennett, Neville 65
Black, A. 70
Block, Cathy Collins 55
Book Trust and Reading and Language Information Centre 74
Bratcher, Suzanne 42
Brooks, Greg. 33, 34, 35, 61, 64
Broomfield, Hilary 56
Bunting, Rebecca 48
Burke, Peter 28
Bynner, John 26
Callachand, Bibi 27
Campbell, George L. 74
Campbell, Robin 15
Carter, Ronald 49
Cato, Vivienne 33, 34
Chanda, Noyona 27
Chisholm, Alison 49
Christie, Frances 4
Clark, Romy 42
Combley, Margaret 56
Crystal, David 75
Deeny, Karen 50
DeLong, Janice 70
Detheridge, Tina 56
Detheridge, Mike 56
Downing, Maryann 42
Duthie, Christine 15
Dyson, Anne Haas 15
Edwards, Viv 46
Ellis, Sue 35, 38
Ely, Margot 42
Emmel, Barbara 43
Fernandes, Cres. 33, 34
Field, Mary Lee 32
Finders, Margaret J. 21
Flood, James 5
Fox, James 71
Freebody, Peter 39
Freedman, Sarah Warshauer 44
Gains, Charles 76
Garner-Chloros, Penelope 14
Gee, James Paul 8
George, Liz 38
Gerhardt, L.N. 71
Gilchrist, Peter 59
Gillespie, John 28
Gillmeister-Krause, Lorraine 19
Goatley, Virginia J. 17
Goodman, Sharon 22
Goodwin, Prue 74
Gorman, Tom 34, 61, 64
Graddol, David 22
Graham, Judith 36
Grainger, Teresa 49
Graves, Michael F. 36
Gregory, Eve 16
Guthrie, John 37

Hampshire, Joan 55
Hannon, Peter 65
Harman, Hutchison Dougal 64
Heath, Shirley Brice 5
Hendrix, Lee 75
Hilton, Mary 17
Hinson, Mike 76
Hourihan, Margery 6
Hynds, Susan 22
Ivanic, Roz 42
Joshi, R. Malatesha 38
Kelly, Alison 36
Kelly, Ursula A. 7
Kersner, Myra 57
Kirsch, Irwin S. 31
Kispal, A. 34
Klein, Cynthia 27, 30, 44
Knight, Roger 23
Knobel, Michel 8
Kress, Gunther 7
Krupska, Marysia 27
Lankshear, Colin 8
Lapp, Diane 5
Latham, Clare 62
Layton, Lyn 50
Lazim, Ann 38
Le Pafe, Robert 14
Leong, Che Kan 38
Lewis, Maureen 20, 41
Lind, Beth 76
Luke, Allan 39
Macleod, Flora 65
Martin, J.R. 4
Martin, Deirdre 57
Marum, Ed 9
McClelland, N. 8
McMahon, Susan I. 17
Meagher, Don 28
Miles, Ann 62
Millar, Susanna 58
Millard, Elaine 23
Miller, Carol 57
Minns, Hilary 64
Montgomery, Diane 45
Moon, Cliff 77
Morgan, Wendy 10
Moss, Elaine 38
Moss, Beverley 10
Moylan, Michele 11
Mudd, Norma 51
Muddiman, D. 70
Murphy, Roger 28
Muspratt, Sandy 39
Myers, Marie L. 39
Nash, Walter 45
Nastat, Peggy 35
Neate, Bobbie 11
Newton, David 77
Nicholson, Deborah 38
Nutbrown, Cathy 62, 65
Obrist, Barbara 78
Organisation for Economic Co-operation and Development 29
Orr, G. 34
Pardo, Laura S. 17
Parsons, Samantha 26
Partridge, Tracy 30
Pinker, Steven 51
Pinsent, Pat 39
Pollock, Joy 58
Poulson, Louise 65
Powling, Chris 52

Pugh, A.K. 34, 61
Purcell-Gates, Victoria 66
Rainbow, Robert 28
Raphael, Taffy E. 17
Redfern, Angela 46
Rees, Felicity 46
Resch, Paula 43
Reynolds, Bronwyn 18
Robinson, Muriel 40
Rosen, Leonard J. 26
Rosta, Paul 52
Routh, Chris 74
Rowe, Anne 74
Savinson, Rosemary 30
Savitzky, Foufou 67
Schagen, Ian 34, 35, 61
Schriver, Karen A. 12
Schwedt, Rachel 70
Scrimshaw, Peter 24
Searle, Chris 8
Sedgwick, Fred 53
Segal, Marilyn 18
Sider, Sandra 78
Singleton, C. 61
Small, Jocelyn 12
Snyder, Carolyn 71
Snyder, Ilana 13
Spear-Swerling, Louise 59
Spiegel, Marina 29
Spivey, Nancy Nelson 13
Stacey, David 45
Sternberg, Robert J. 59
Sternglass, Marilyn S. 47
Street, Brian V. 30
Styles, Morag 17
Styles, Lane 11
Sunderland, Helen 29, 30, 44
Sykes, Judith A. 72
Tabouret-Keller, Andree 14
Taylor, Barbara M. 36
Taylor, Denny 68
Tenney, Deborah 43
Thompson, Linda 53
Thomson, Patience 59
Thornton, Tamara 47
Topping, Keith 68
Tregenza, Ann G. 33
Tuijnman, Albert C. 31
Tweddle, Sally 24
Upton, Graham 50
Vaaro, Gabriettle 14
van den Broek, Paul 36
Vento-Zogby, Grace 19
Vignau-Wilberg, Thea 75
Vinz, Ruth 42
Wagner, Daniel A. 31
Waller, Elizabeth 58
Walton, Shona 24
Watson, Victor 17
Weaver, Constance 19
Whitehead, Marian 19
Wigfield, Allan 37
Wilkin, Anne 64
Wilmut, John 28
Winner, Ellen 54
Wolfendale, Sheila 68
Wray, David 20, 41, 65
Wright, Jannet, A. 57
Yendall, David 73
Yubber, Elizabeth 73
Zaragoza, Nina 20
Zipes, Jacklyn 14

Title index

Accreditation in Literacy/Numeracy/ESOL and Key Skills. Information Pack 1997/8 Edition 27
Adult Basic Skills. Innovations in Measurement and Policy Analysis 31
Adult Literacy in the United Kingdom: A History of Research and Practice 30
An Abecedarium: Illuminated Alphabets from the Court of Emperor Rudolph II 75
Argument Revisited, Argument Defined 43
Assessing Communication 62
Assessing Young Children's Writing: A Step by Step Guide 61
Before Writing: Rethinking the Paths to Literacy 7
Bibliography of Emblematic Manuscripts 78
Bilingual Children: A Guide for Parents 67
Building a Literate Nation. The Strategic Agenda for Literacy Over the Next Five Years 8
Changing Literacies 8
Children and Books in the Modern World: Contemporary Perspectives on Literacy 9
Children Reading Print and Television Narratives 40
Children Talking: The Development of Pragmatic Competence 53
Children's Literature and the Politics of Equality 39
Constructing Critical Literacies: Teaching and Learning Textual Practice 39
Core Collection for Small Libraries: An Annotated Bibliography of Books for Children and Young Adults 70
Creating Support for Effective Literacy Education 19
Creating Texts. An Introduction to the Study of Composition 45
Critical Literacy in the Classroom: The Art of the Possible 10
Cross-Language Studies of Learning to Read and Spell. Phonological and Orthographic Processing 38
Day-to-Day Dyslexia in the Classroom 58
Deconstructing the Hero: Literary Theory and Children's Literature 6

Demystifying Dyslexia: Raising Awareness and Developing Support for Dyslexic Young People and Adults 27
Developing Literacy. A Course for Teachers of Key Stages 3 and 4 25
Differently Literate: Boys, Girls and the Schooling of Literacy 23
Dynamics in Document Design. Creating Texts for Readers 12
Dyslexia: A Multidisciplinary Approach 59
Dyslexia and the Bilingual Learner: Assessing and Teaching Adults and Young People who Speak English as an Additional Language 30
Encyclopedia of Cryptology 77
English for Tomorrow 24
Exchanging Writing, Exchanging Cultures: Lessons in School Reform from the United States and Great Britain 44
Extending Literacy children reading and writing non-fiction 20
Family Involvement in Literacy: Effective Partnerships in Education 68
Family Literacy Works. The NFER Evaluation of the Basic Skills Agency's Demonstration Programmes 64
Family Literacy: Practice in Local Programmes: An Evaluative Review of 18 Programmes in the Small Grants Programme 65
Friends, Families & Folk Tales 29
From Reader to Reading 32
Genre and Institutions: Social Processes in the Workplace and School 4
Handbook for Critical Reading 28
Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts. A Project of the International Reading Association 5
Handbook of Scripts & Alphabets 74
Handwriting in America: A Cultural History 47
Happily Ever After: Fairy Tales, Children and the Culture Industry 14
Helping Children with Spelling: A Guide for Parents 44

How to Manage Communication Problems in Young Children 57
Individualised Reading, 1997: A Teacher Guide to Readability Levels at Key Stages 1&2 77
Investigating English Discourse 49
Involving Parents, Carers and the Community in Schools: A Guide for Schools 67
It Doesn't Get Any Better. The Impact of Poor Basic Skills on the Lives of 37 Year Olds 26
Just Girls 21
Language and Literacy in the Early Years 19
Language Learnability and Language Development 51
Libraries and Other Academic Support Services for Distance Learning, Volume 39 71
Library Centers. Teaching Information Literacy, Skills, and Processes: K-6 72
Literacy Across Communities 10
Literacy and Numeracy Skills in Wales 25
Literacy Difficulties. Diagnosis and Instruction 55
Literacy in Nursery Education 15
Literacy in the Pre-School: The Roles of Teachers and Parents 18
Literacy Saves Lives 11
Literacy Skills for the Knowledge Society: Further Results from the International Literacy Survey 29
Literacy Through Symbols. Improving Access for Children and Adults 56
Looking for an Author? A Directory of Authors, Illustrators and Poets who Participate in Book Events 74
Many Families, Many Literacies: An International Declaration of Principle 68
Multicultural Children's Literature: An Annotated Bibliography, Grades K-8 76
Off Track: When Poor Readers Become "Learning Disabled" 59
On the Brink: Negotiating Literature and Life with Adolescents 22

On Writing Qualitative Research: Living by Words 42
One Child, Many Worlds: Early Learning in Multicultural Communities 16
Opening the Nursery Door: Reading, Writing and Childhood 1600-1900 17
Other People's Words: The Cycle of Low Literacy 66
Overcoming Dyslexia - A Practical Handbook for the Classroom 56
Page to Screen: Taking Literacy into the Electronic Era 13
Practical Ways to Inspire Young Authors 46
Practical Ways to Teach Reading for Information 41
Preparing for Early Literacy Education with Parents: A Professional Development Manual 65
Read It To Me Now 64
Read My Mind: Young Children, Poetry and Learning 53
Reading Books: Essays on the Material Text and Literature in America 11
Reading by Touch 58
Reading Engagement. Motivating Readers Through Integrated Instruction 37
Reading Papyri, Writing Ancient History 4
Reading Performance at Nine 34
Reading Popular Narrative: A Source Book 33
Reading Standards in Northern Ireland in 1996 34
Reading to Find Out. Minibook 10 32
Reading Under Control: Teaching Reading in the Primary School 36
Recognising Early Literacy Development: Assessing Children's Achievements 62
Redesigning English: New Texts, New Identities 22
Rethinking Language Arts: Passion and Practice 20
School Library Journal's Best: A Reader for Children's, Young Adult and School Librarians 71
Schooling Desire: Literacy, Cultural Politics and Pedagogy 7
Shortcuts to Beginning Reading: A How-to Manual 39

SLA Guidelines. Display and Publicity for the School Library 73
Sound Practice: Phonological Awareness in the Classroom 50
Speech and Language Difficulties in the Classroom 57
Spelling: Remedial Strategies 45
Star Track Reading and Spelling 55
Stems. A Systematic Guide to English Words 52
Storytelling in School ... and Some Stories About It 52
Teaching about Language in the Primary Years 48
The Book Club Connection. Literacy Learning and Classroom Talk 17
The Cambridge Encyclopedia of Language 75
The Constructivist Metaphor. Reading, Writing and the Making of Meaning 13
The Core Book: A Structured Approach to Using Books Within the Reading Curriculum 35
The Core Booklist: A Booklist to Accompany The Core Book 38
The Craft of Writing Poetry 49
The First R: Every Child's Right to Read 36
The Key Skills of Students Entering Higher Education. Report of a Project Commissioned by the Department of Education and Employment 28
The Knowsley Reading Project Using Trained Reading Helpers Effectively 33
The Language Web: The Power and Problem of Words - The 1996 BBC Reith Lectures 48
The Learning-to-Write Process in Elementary Classrooms 42
The NASEN A to Z: A Graded List of Reading Books 76
The Point of Words: Children's Understanding of Metaphor and Irony 54
The Politics of Writing 42
The Power of Words: Guidelines for Improving Spelling and Vocabulary. Minibook 9 51
The Psychological Assessment of Reading 61
The Writing Repertoire. Developing Writing at Key Stage 2 46

Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level 47
Traditional Storytelling in the Primary Classroom 49
Trends in Reading at Eight: A Report on the 1995 Survey of Reading Attainment in Year 3 in England and Wales 35
Two Stories: Non-fiction Literacy in the Primary Classroom 15
Understanding Community Librarianship: the Public Library in Post-Modern Britain 70
Valuing English: Reflections on the National Curriculum 23
Vernacular Literacy: A Re-evaluation 14
Wax Tablets of the Mind: Cognitive Studies of Memory and Literacy in Classical Antiquity 12
Writing and Reading Across the Curriculum 26
Writing Superheroes: Contemporary Childhood, Popular Culture and Classroom Literacy 15
Your Child at Play: Three to Five Years 18

The National Literacy Trust's 1997 International Annotated Bibliography of Books on Literacy

Edited by Jo Weinberger and Ann Finlay

There is more pressure than ever before to be well informed about literacy issues. The Bibliography will be invaluable for supporting literacy specialists and enthusiasts who want to keep up to date with developments in the field. This edition, fully indexed for the first time, assembles together in one volume all the key texts published over the last year.

ISBN 1 900904 02 0

National Literacy Trust